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JOSEPH PRENDERGAST, *Executive Director*



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The National Advisory Committee on State Recreation is composed of state officials concerned with recreation services and programs. The Committee will function in the following ways: to help the National Recreation Association to be a clearing house on the subject of state sponsored recreation services; as a study group to help the Association determine problems and to help in the solution of these problems; to assist the Association in the dissemination of information on state recreation matters; to help coordinate the work of the Association in this phase of the recreation field with the activities of other national, professional and service organizations concerned with this aspect of recreation.

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APRIL 1955



THE MAGAZINE OF THE RECREATION MOVEMENT

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On the Cover

"OH, HOW I LOVE TO GO UP IN A SWING!"
 On the playgrounds all over America this spring and summer, children will have the opportunity to realize the meaning of this line from Robert Louis Stevenson's *Child's Garden of Verses*. Photo courtesy of Long Beach Recreation Commission, Long Beach, California.

Next Month

Several May articles will emphasize the importance of family recreation and what recreation leaders can do about it. Tying in with Music Week, May 1 to 8, and with the National Recreation Congress, "Music as Recreation" gives the story of Denver's fine city-wide music program. "Recreation in Correctional Institutions" interprets the purposes and aims behind prison recreation. Program articles carry how-to-do information on a variety of activities.

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Recreation*

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Getting at the Fundamentals of Group Discipline

WHEN WE use the word discipline here, we take it to mean a process of change that comes about through the group of which the individual is a part. Because each of us has belonged to many groups since early childhood — from family and nursery school on to clubs and churches, schools and playgrounds — this process of change has gone through many stages. All of them together help us to understand just what discipline really is.

When I can take part in a group and feel free when others agree or disagree with me, when I can be myself and still accept many other people with all their differences, I have developed a measure of discipline.

Once I have really recognized and acknowledged what is necessary for me and others, I can think of myself as a free person and at the same time a disciplined person. In this sense discipline is freedom. It is not compulsion. Discipline in a democracy is freedom. In a police state discipline is compulsion. The two kinds of discipline are completely different.

Just as it goes through a process of development in the individual, so discipline goes through several phases of development in groups and in society as a whole.

Most people probably would agree that discipline has something to do with control. To be sure, it would be difficult to find an audience that could readily agree on just how we get control; whether it should be imposed or come

from within. There would be differences on how much control is needed in individuals, in groups, and in our society. It seems clear, however, that, in spite of all the differences, most people think of discipline in connection with control.

A father of some young children said that control is like the brakes in his car. If he didn't use control once in a while, the kids would run wild just like his car.

A group leader said that she wanted to control her children because she had much to give them in the way of arts and crafts, which would develop their free creative abilities. "If I don't have any control," she said, "I can't give them anything, because they would spend their time in destructive activity. For example, in woodwork the boys used to take the saw and bang down on the table with the teeth, ruining the tool and making it impossible for any other child who wanted to make something to use the saw." She went to the cabinet in her craft shop and took out some interesting objects. "With control I have been able to direct the children's energies into something creative," she explained. "Now, instead of ruining a set of saw teeth, they have been making these nice birdhouses and boats, and boxes of furniture for their dollhouses."

But the matter of control is not quite as simple as it sounds at first.

A dramatic group in a small town was told that the idea was for the players to have a lot of fun and not to be worried about the performance. Maybe the youngsters did have fun, but on the night of the performance nobody knew his lines, every other minute one of them peeped through the curtain, the lights didn't go on or off on time, the papier-maché tree fell down and hit one of the children, the parents were upset. Did the group have too little control?

Was it wrong to tell them to have fun, or just what was the matter here?

One way in which we can answer these and many other questions about discipline and control is to think back to when we first learned to control some of our feelings. Of course, some group leaders, teachers, and ministers do not need to do this; they just seem to have a "natural" knack for discipline.

A great many things can be learned, however, particularly if we understand what we are after and how to go about getting the results we want. Certainly the development of control is not magic. Much is known today about how habits and attitudes are developed and the way in which control is learned.

Some basic principles that help us to understand how control develops in all of us are based both on practical experience and on a number of scientific studies. We know, for instance, that *destructive or "undisciplined" behavior can be very satisfying*. In our old photo album there is a picture that my mother used to show me. Against the background of the ocean and sea-grass stand my brother and I, close together, looking into the camera. I have my arm around my brother's shoulder and smile quite maliciously, while my poor younger brother is near tears. I distinctly remember that the hand around his shoulder was not within view of my father's camera but was where I could pinch him without being seen. This unbrotherly behavior was very satisfying to me.

All of us can remember episodes in our childhood and adolescence when we

DR. WITTENBERG, for four years has served as psychiatric consultant for the Hudson Guild in New York as well as in a number of other agencies, and has taught at the New School of Social Research, New York City.

Quoted from Chapter I, *The Art of Group Discipline* by Rudolph M. Wittenberg, published by the Association Press, 291 Broadway, New York 17. \$3.00. In his book Dr. Wittenberg goes on to present further basic principles which help the leader, and constructive ways of using control in groups.

did wrong things, destructive things, and enjoyed doing them very much.

Also, we know that *we give up a satisfaction only for something that is more satisfying*. "Look, Mister," said one of the children playing on the empty lot, among broken bottles and rusty cans, "we don't want to come to your place." The settlement worker was telling them about the fine swimming pool, the gym, and the floodlight out on the diamond, but the gang preferred the empty lot and the street. They had been told for so long that they were "bad kids," that by now they believed it and got some satisfaction out of it.

These boys would not give up their destructive behavior for a swimming pool or gym, but they would give it up if the worker took the trouble to make them feel that they were respected and were really very decent boys. To be accepted for what one is is more satisfying than to take pride in being bad.

For a long time fourteen-year-old Barbara's only satisfaction in dramatics was to have the main part. When she did not get it she was very unhappy, and all her parents' consoling did not help. Then the time came when it was more important for her to be accepted by her group of boys and girls than to have the limelight all to herself. It was then that she was perfectly satisfied with any part, or even no part, as long as she was accepted by her group and knew that there would be a good production. This meant more than the original satisfaction of being a prima donna.

To be completely accepted by individuals, and later on by groups, is more satisfying than almost anything else in the world. This unconditional acceptance makes it possible for people to give up some of their original destructive, uncontrolled drives.

Although a group leader very often cannot accept certain actions of his group, he will have to learn to accept the persons involved if he hopes to develop more control. An undisciplined child or group needs more love and more acceptance, not more speeches. Some people find it difficult or impossible to give up certain kinds of behavior, no matter how useless or harmful they know them to be. They do not really understand why they are acting this way because they are not aware of the

unconscious satisfactions that cause them to persist in this type of behavior.

Another of these principles tells us that *constructive and destructive behavior are relative terms; therefore discipline and control are not static but dynamic concepts*. Another way of stating this is by saying: It all depends on what we call "destructive" and what "constructive." For example, if a youngster plays with a ball in the house, it may be considered all right until the ball hits a vase; then it becomes destructive.

Take the small child two or three years old who loves to have his father make a high tower with building blocks. When the tower is finished, he runs against it and knocks the whole thing down. He laughs when the blocks tumble to the floor with a great racket. Since this is the age at which children investigate things by breaking them up, this is really a constructive activity for him. But if a ten-year-old did the same thing we would call it destructive, because it would be an indication of a strong urge to destroy, and maybe to hurt others.

This is a most important principle in understanding the concept of discipline, because it makes clear that the development of control is a process, something that takes place over a long period of time and that goes through a number of phases. If we look at a youngster at a given moment only and see him resisting or being cooperative, we don't really know whether or not he is developing discipline, because we have to relate his behavior to his total development. We have to understand what is good behavior for *him* and in what way the group can help him to develop it further.

Thus we see that whether behavior is to be considered destructive or constructive depends both on the particular phase in which we observe the individual and on the mores of the group. It is helpful to remember this when we become discouraged because our efforts to attain more discipline in a group do not seem to yield immediate results.

● *This important field is a broad one and cannot, of course, be covered in a brief magazine article. It merits reading and study by all group leaders interested in improving their own understanding of people and their own leadership techniques.—Ed.*

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Things You Should Know . .

► **SEGREGATION OF THE RACES IN PUBLIC PARKS AND PLAYGROUNDS** has been barred, as being as unconstitutional as segregation in the public schools, by the United States Fourth Circuit Court of Appeals. This court reversed a decision of the Federal District Court at Baltimore which had held that segregation in public recreational facilities was permissible if both races were given equal facilities.

This separate but equal doctrine as applied to public schools was scrapped by the Supreme Court last May. According to the Circuit Court, the May decision also swept away any basis for keeping the races separated in public parks or playgrounds. This ruling sends the case back to the Baltimore District Court. It is reported that the city and state can ask that the Circuit Court's mandate be stayed if they appeal to the Supreme Court within thirty days, or ask the Circuit Court for a rehearing.

► **IN VIEW OF THE SUPREME COURT DECISION** on desegregation in the public schools, and the need for increasing the availability of the knowledge and techniques of human relations for teachers and others interested in intergroup problems, American University will offer the Sixth Institute on Human Re-

lations and Intergroup Understanding from June 20 through July 11, 1955. Write to the university, Washington 6, D. C., for details.

► **A NEW PROFESSIONAL ORGANIZATION** in the field of social work, to be known as the National Association of Social Workers, will come into being October 1, 1955, with an initial membership of 20,000 professional social workers. Seven national organizations have agreed upon the formation of a single professional association, after six years of negotiation and planning. These are the American Association of Group Workers, American Association of Medical Social Workers, American Association of Psychiatric Social Workers, Association for the Study of Community Organization, National Association of School Social Workers, American Association of Social Workers, and the Social Work Research Group.

► **CAMP DIRECTORS, YOUTH COUNSELORS, TEACHERS,** and others concerned with planning youth programs will find ideas for exciting indoor and outdoor activities in a kit prepared by the United States Committee for UNICEF, *Understanding Our Neighbors*. This is available, for \$1.00, from United States Committee for UNICEF, Room 1860, United Nations, New York.

► **AMONG OTHER PROMINENT WELFARE WORKERS** the NRA executive director, Joseph Prendergast, has been invited to serve on the Health and Welfare Advisory Council to the National CIO Community Service Committee which helps with individual community welfare problems.

► **IN ANSWER TO QUERIES** about the Adult Education Association, following publication of the February editorial by Malcolm Knowles, the association's administrative coordinator, the full title of that association is the Adult Education Association of the U.S.A. In other words, the AEA is a national organization with offices in Chicago. Incidentally, it publishes, among other things, the excellent magazine, *Adult Leadership*.

Address: 743 N. Wabash Avenue, Chicago 11, Illinois.

Correction

Taking Hold of TV by Roger S. Hall, which was reviewed on our New Publications page in February, was published by the National Publicity Council. Price \$2.00.

New Insurance Plan

The new 1955 group accident insurance plan established for the National Recreation Association by the American Casualty Company of Reading, Pennsylvania, is now available for baseball and softball teams. Coverage can be secured for teams in the eight-to-twelve-year-old group, thirteen-to-eighteen, and over eighteen, in both baseball and softball—for NRA Affiliate Members.

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BUILD MENTAL HEALTH

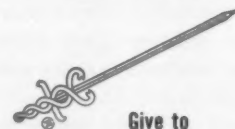


MENTAL HEALTH WEEK
MAY 1-7

Don't sit back



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Readers! You are invited to send letters for this page to Editor, RECREATION, 8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.
—The Editors.

Quick Action

Sirs:

Our thanks to you for including our article, "From Courtroom to Classroom" in your February issue of RECREATION magazine. Already one of the local branch libraries has called and offered their basement for a craft class and we are starting use of this.

HELEN COOVER, *Assistant Director, Department of Recreation, Kalamazoo, Michigan.*

Proposing a National Inventory

Sirs:

I have spent several hours reading and reflecting upon the very recent publication of the National Recreation Association entitled *Recreation As a Profession in the Southern Region*. In my opinion, this is an excellent study, and for it the NRA and the Southern Regional Education Board deserve the acclaim of the entire profession.

For the first time we now have a critical analysis of the status of the profession, albeit on a regional basis. The facts revealed in the study are not such as to make us extremely proud of our professional status, but they should serve to indicate some of the areas in which we need to accelerate efforts to achieve progress.

I believe that the book will be widely read and reflected upon. A knowledge of present status is the point of departure toward improvement, and therefore it is my sincere hope that the NRA will complete a splendid beginning by undertaking, in cooperation with national professional societies, a national inventory of the recreation profession.

Please accept my sincere congratulations for this valuable study, with spe-

cial praise to Mr. W. C. Sutherland and Mr. Alfred Jensen.

G. B. FITZGERALD, *Director of Recreation Training, University of Minnesota, Minneapolis, Minnesota.*

Recreation and Adult Education

Sirs:

I was most interested in Mr. Knowles' editorial, "Recreation and Adult Education," in your February issue. I could not agree more thoroughly with his statement, "The marriage of these two approaches to human welfare will not occur so much as the result of abstract philosophizing as through the artistry of our workers." Is it not time that we all concentrate on what we are doing and how well we can do it, rather than what we call what we're doing? Here's an analogous situation: Is it therapy when the polio victim exercises his hands through crafts or is it recreation? Why battle with terms? It's the things that are accomplished that are vital.

Purposes involved? Outcomes? I would take issue with Mr. Knowles on the basic differences in outcomes between adult education and recreation as he took issue with himself as to the differences in purposes and aims of the two professions. There is ample evidence of personal growth and learning in recreation situations. Watch a group of eight-year-olds in a game of Kickball, or observe the local teen center's photography club in action. On the other side, the adult education course which teaches me the art of hooking rugs may have its greatest outcome in the pleasurable social experiences involved.

Let's get back to that "artistry of our workers" idea. A qualified leader, be he in adult education, recreation, or any other comparable profession, combines appreciations and satisfactions with learning. Let's spend more time and energy on cooperation between the two fields and less time on drawing sharp lines of professional "no trespassing."

JANET R. MACLEAN, *Instructor of Recreation, Indiana University, Bloomington, Indiana.*

Sirs:

I especially enjoyed reading Mr. Knowles' editorial on the relationship of adult education to recreation, and I consider this one of the finest statements I have ever read concerning the close interrelationships between these two important approaches to human welfare.

Mr. Knowles has pointed out that, ideally, there should be no difference between adult education and adult recreation. I am in complete agreement with this point of view. I feel that if adult education activities are to be really effective, the participant must have the right to choose those activities in which he engages. At the same time, these activities should be pleasurable and should result in self-improvement. If the activities can satisfy these criteria, then they may also be properly classified as recreation activities.

As early as 1917, the National Recreation Association set forth as one of the seven basic objectives of education "the worthy use of leisure time." Since then, the schools have increasingly concerned themselves with teaching boys and girls the fundamental skills and attitudes which will enable them to enjoy for the rest of their lives a variety of interesting and worthwhile activities during their leisure time. There is also a growing trend toward schools providing adult education and recreation programs, or contributing leadership, facilities, and funds to make such programs possible. Thus the marriage of education and recreation has resulted in increased leisure-time opportunities for people of all ages.

JACKSON M. ANDERSON, *Consultant in Recreation and Outdoor Education, American Association for Health, Physical Education and Recreation, Washington, D. C.*

Other letters of comment about the February guest editorial by Malcolm Knowles, administrative coordinator of the Adult Education Association of the U.S.A., have been received and will appear in our May issue.—Ed.

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Howdy Pardner

Raise Your Sights For Denver!

A LOT OF folks certainly have been busy, and the result is that the Congress preliminary program outline is scheduled for mailing this month. It contains full information about plans for section meetings, plans for some of the special events that are in store for delegates, and it tries to answer many questions about the 1955 Congress.

Congress headquarters will be at the Hotel Shirley-Savoy, but meetings will be held in the Brown Palace Hotel and the Cosmopolitan Hotel as well. These three hotels are located in the same vicinity. All hotel reservations are being handled by the Denver Convention and Visitors Bureau. Please address your requests for reservations to the bureau at 225 West Colfax, indicating your preference. The hotel will send you confirmation. Rates in the three hotels:

	<i>Shirley-Savoy</i>	<i>Brown Palace</i>	<i>Cosmopolitan</i>
Singles	\$ 4.00 to \$ 6.00	\$ 7.50 to \$15.00	\$ 6.00 to \$ 9.00
Twins and Doubles	7.00 to 10.00	12.00 to 18.00	10.00 to 16.00
Connecting Rooms (one bath)	12.00 to 14.00		
Suites	16.00	18.00 up	18.00 to 30.00

Meetings of the American Recreation Society will convene before the National Recreation Congress and will be held at the Albany Hotel. Members of the Society will receive further information directly from the Society about plans for those meetings, including hotel reservation information.

Committees

In addition to the committees listed in RECREATION a month ago, several others have been appointed. They are:

Local Arrangements Committee—J. Earl (Curley) Schlupp, chairman. David M. Abbott, assistant manager, Denver Department of Improvements and Parks; James Bible, superintendent, Denver City Parks; Mrs. John Gorsuch, vice-president, Colorado State Conference of Social Welfare; Elmer Hager, Colorado District VFW; John N. Perryman, Denver Convention and Visitors Bureau; Mrs. Louis A. Pollock, Denver Area Welfare Council; Stuart Richter, Colorado Springs, president, Colorado Recreation Society; Garnet Stone, supervisor of recreation, Denver Public Schools.

Town-Country Advisory Committee—Donald Clayton, rural

The big round-up is startin'—for the 1955 Congress, that is. Out here Denver way a lot of folks are hard at work already. And from the looks of Curley's mail there's a lot goin' on back east in New York. Jot down the dates—September 27 to October 1—and start makin' yore plans to discuss recreation at the top of the nation.

sociologist in charge of recreation, South Dakota Extension Service; Richard Ferguson, director of recreation, Lake County, Colorado; Mrs. Esther Harbo, Rocky Mountain Farmers Union; Warren Newberry, American Farm Bureau Federation; Arden Peterson, Michigan State College; T. W. Thompson, director, National Committee for Boys and Girls Club Work, Chicago.

Supervisors' Advisory Committee—Miss Mora Crossman, supervisor of playgrounds and community centers, Baltimore; Miss Stella E. Hartman, Community Welfare Council of Milwaukee County, Wisconsin; Ralph B. McClintock, superintendent of parks and recreation, Omaha; Mrs. Frances Parrish, executive assistant, Department of Parks and Recreation, Louisville; Miss Annabelle Story, American National Red Cross, Washington, D. C.

Advisory Committee on Board Problems—David Brace, Austin, Texas; Waldo J. Dahl, Seattle; Ed Haislett, Minneapolis; Dr. Charles B. Hershey, Colorado Springs; David Kadane, Freeport, New York; Hall Nichols, Wellesley Hills, Massachusetts; Dr. C. M. Sarratt, Nashville; Fred Shoaf, Fort Wayne; Mrs. Frances Veeder, Lakewood, California.

Denver Staff Committee—The following members of the Denver recreation staff have been organized into a special committee to work with the Local Arrangements Committee listed above: Miss Theresa Chiesa, John Drake, Edward A. Haynes, George Kelly, G. W. Lutz, Miss Evelyn Runnette, Robert Smith, Ed Wallace, Miss Ida Mae Williams.

In addition, the several national advisory committees to the National Recreation Association are assisting in the planning of certain Congress sessions.

Special Train?

Delegates who took the special train to the Seattle Congress will never forget the friends of that trip and the fun en route. Their annual reunions have become a regular feature of every Congress.

It has been suggested that delegates from various parts of the country would enjoy going by special trains to Denver. If you are interested, please send a post card to T. E. Rivers, Secretary, National Recreation Congress, 8 West Eighth Street, New York 11, New York. If enough are interested, efforts will be made to organize trips and tours.

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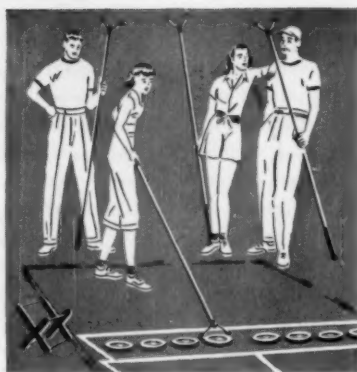
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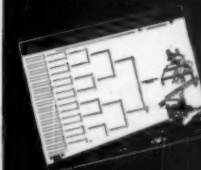
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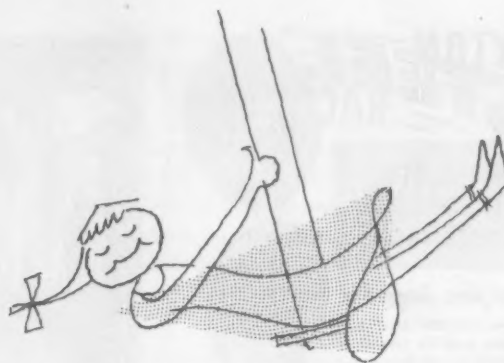
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NEW CONCEPTS

Behind

Designs for Modern Playgrounds



Robert B. Nichols



In Teddy Roosevelt's day playgrounds were outdoor gyms for body building. A Los Angeles playground a few years later.

The early battle cry was "Get them off the streets!" Below, a tenement court with a few pieces of stereotype equipment.



JUST AS PARKS have reflected social and cultural changes in their design, so, on a smaller scale, has the playground. This design is an expression of the social concept behind it, and this concept appears to be changing. The park of the fifteenth and sixteenth century was a hunting preserve laid out for kings, later to become—by royal behest or revolution in some cases—the pleasure ground of their subjects. In the 1840's in England a new kind of park appeared—the "picturesque" or "romantic" park, which, in America, was evolved by Olmstead. It arose to meet the challenge of the industrialized city and was designed to create or re-create a part of original nature in the midst of urban concentration and ugliness. This park, in turn, has been modified by other pressures and today reflects in its recreation areas and other active facilities a new concept of present social need.

Do we think of the playground as having a history? Properly speaking its history is a short one. It originated as part of the child welfare movement in the late nineteenth century and has been said to date in this country from the Children's Mission in Boston with its "three piles of yellow sand." In Brookline, Massachusetts, in 1870, the first municipal action was taken to acquire a playground site. By the turn of the century, activity on behalf of playgrounds was recorded in several cities. Following the organization in 1906 of the Playground Association of America¹, the "playground movement" spread rapidly throughout the country.

What kind of playgrounds were they? What were the social ideas behind them which were reflected in their designs? The accompanying photographs may give us some clue. The Los Angeles playground picture of long ago, with slides and swings, is that of an outdoor gymnasium.

The problem was, of course, health, in an increasingly congested and debilitating city. In the solution the emphasis, as we can see, was on body-building and physical equip-

¹ Now the National Recreation Association.

ROBERT B. NICHOLS, a landscape architect, is the director of Playground Associates, Inc., New York City.

ment for this purpose. Another problem was safety. The other picture, of a giant stride, was taken somewhat later on a guarded playground in a tenement court. It could be captioned: "Playgrounds reduce the number of accidents." Much heard at that time was the rallying cry: "Get them off the streets." The traffic menace was recognized even then.

Safety then, and health, to be achieved through fenced areas and open-air gymnastic equipment: this was the planning ideal of these early playground builders, linked possibly with a philosophy popular at the time, that of the "energetic and strenuous life" of President Teddy Roosevelt. The two ideals of health and safety continue today, so strongly, in fact, that they may be said to represent the almost exclusive concern of one type of contemporary playground. But there are other types as well.

For a moment let us follow the outdoor gymnasium, briefly, in its development. The basic factor here was technical: the working out and perfecting of materials and construction methods. It is generally forgotten that even such standard materials as concrete and asphalt were a comparative innovation at that time, and their use as surfacing for the playground "floor" was an original achievement. Technical advance also characterized the equipment proper. The emphasis on physical development and body-building produced its appropriate design. Manufacturing skills, largely in steel pipe, were developed and elaborated with an ingenuity and a mechanical exuberance that is typically American. Some of the old steel slides are the bizarre in the extreme. They are now as extinct as the woolly mammoth. Nonetheless, they are the prototype of the equipment we see around us generally today.

There was a development also towards standardization. As the playground movement expanded under municipal sponsorship, lack of supervision was a problem. As these new public areas multiplied, it was essential that their furnishings should be safe, well-built, and simplified. Some of the ancient humanitarian projects of the early playground

builders were dropped (basket-making, raffia-weaving for the girls, and so on). Certain types of the more adventurous equipment were also eliminated—traveling rings and, even to a large extent, the teeter-totter. Other types were officially sanctioned. There evolved what we have come to think of today as the standard municipal playground, with its paved surface and fence, its classic equipment—the slide, the sandpit, a bank of swings, and jungle gym. Even the new name of the latter has a municipal ring; it is called in some quarters the "pipe frame exercise unit."

In the thirties came the housing authority projects with their own distinctive playgrounds. The essential problem for them, also, was lack of supervision and the necessity for health and safety. They, too, tended rapidly towards standardization. The materials used, however, were refreshing—often concrete and cinder block—and their original designs were striking. Creative social influences were at work. We shall return to these later.

Another and even more radical development in its implications was the amusement park. This originated somewhat earlier, and has become for the younger children the "kiddieland." Though usually not considered so by designers, the kiddieland is of genuine interest as a recreation type. Commercialized and vulgarized in this country to the extreme, it is, nevertheless, a form capable of great distinction, as in the Tivoli Gardens in Copenhagen. It represents in any case a distinctive social idea: that of amusement for amusement's sake achieved through color and excitement. In a society increasingly occupied with leisure and leisure's fruits, we can see this ferment at work already. It is bound to have an important influence on recreation design generally and playgrounds in particular, such as the use of candy-striped swings and rocking horses in Philadelphia,² and elsewhere.³

There have been two further developments. One comes

² See *Life* magazine, September 13, 1954.

³ See "Color and Playground Safety," *RECREATION*, May 1954.

Equipment later grew more social in feeling with free swinging and climbing in every direction. Apparatus now in use.



The commercial stereotype, standard equipment for today's "kiddie land." Non-creative in concept, it ends in boredom.



**Sentinel****Stalking Big Game****Bucking Broncho****Locomotive Engineer****Air Pilot****Housepainters****From the Porthole****Polar Bears****Camel Drivers**

The spirit of modern education is to offer a variety of choices, opportunities for drama, improvisation, make-believe. An example of the new apparatus being used increasingly by public recreation departments is the "saddle slide" at Sarah Lawrence nursery school. Philadelphia has installed one at Connell Park and has purchased five others in its drive to modernize playgrounds. Abstract designs in this new sculptural equipment stimulate the imaginations of children to use them for countless adventures.

to us from the kindergarten or pre-school, and has originated in changing concepts of education, which are most clearly expressed in contemporary school architecture. If we are looking for the social idea behind the design of equipment and apparatus, however, no places are more interesting than the small nursery play areas, with their building blocks and other constructive toys, their painting sets, their music and children's books, their packing-box houses, boats, forts, and climbers. There is about these things first of all a sense of relationship to the size of the child, a vitally important element and one neglected until recently. Other ideas are versatility, spontaneity, a freedom and openness of physical plan and programming, the encouragement of dramatic and imaginative play. Surely this last idea had its effect on the public housing playgrounds. Would the concrete "airplanes," "tunnels," and "foxholes" have been even possible in the early nineteen hundreds? They represent in a very real sense a rediscovery of the child and of the child's own imaginative capabilities.

A final playground type comes to us from the artist and sculptor. True, this is mostly in the future. In its most advanced expression, the "terrain sculpture" of Giacometti and Noguchi, these playgrounds have as yet actually to be built. The idea behind them is a rejection of the flat paved surface with equipment superimposed above it. These artists see the entire space as a whole, both vertical and horizontal, with the ground forms and equipment designed together as part of the same sculptural unity. This implies a teamwork among artists. Within the recreation framework, sculptor, mural painter, and landscape architect contribute equally to the design. To a great extent this has been achieved in Stockholm, Sweden, in the collaboration of Holger Blom, chief park designer, with the sculptor Moller-Nielsen. In the Swedish parks, Nielsen's *legeskulptur* or play sculpture, is already a proven success. It has just begun to influence native design in this country (see photo of "saddle slide" at Sarah Lawrence College on page 156). Often mis-called an "aesthetic" approach, this is on the contrary a very practical one. It represents a deep faith in the inspiration and imaginative resources of the child and the use of abstract sculpture to serve them.

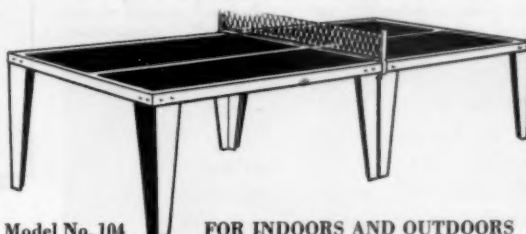
We have, then, four playground "types"—if we can generalize among them so broadly: the municipal, the amusement park, the nursery play yard, the sculptural. Each differs radically from the others, both in design and in the social ideal behind it.

The social concepts behind recreation design are changing. What has long been thought of as the "standard" playground appears to be in the process of changing also. What the future pattern will be is as yet impossible to determine. In any case, the main stream continues: an ever-evolving attempt on the part of designers and recreation specialists to meet the needs of the child. These are needs both of mind and body; they are social needs to prepare for adult life tomorrow and to provide creative leisure today. To this main stream, all four of the above mentioned playground types contribute, and elements of each are incorporated.

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Our Mid-Summer High Spot

Nathan L. Mallison

MY RECREATION bringing-up was in the Joseph Lee tradition. I heard about him from Miss Fonde, first superintendent of the Houston, Texas, recreation department, and read about him in RECREATION magazine. Three years of work in the recreation department passed before I met him. That was the same year I became Houston's first supervisor of playgrounds. I met Vic Brown that year, too. It was a pleasant triumvirate of events.

The handlebar mustache and metal-rimmed eyeglasses made me think Joseph Lee might be conservative and dignified. As I attended the National Recreation Congress each year and saw the twinkle in his eye as he and Dr. John Findley batted witty remarks back and forth like a shuttlecock, I became more aware of the great interest he had in people in general, and in recreation workers specifically. I even forgot that New Englanders, Bostonians in particular, are supposed to be laconic, self-sufficient, independent. Since I was born and brought up in the Green Mountains of Vermont, it was easy to regard such opinions lightly.

When Joseph Lee left us, it was natural that his memory should stimulate an observance quite different from conventional memorial programs. RECREATION magazine gave the impetus in a number of human interest stories about him. I told many of them to my present staff and they received, indirectly, some of the "lift" I received from him as a personality. Their enthusiasm each summer, as they approach Joseph Lee Day on the last Friday in July, is similar to the spirit that pervades our nation at Christmastime. Everybody is in on the act. Morale skyrockets as the plans ma-

MR. MALLISON is the superintendent of recreation in Jacksonville, Florida.

How We Plan Joseph Lee Day

July 29, 1955

terialize and preparation gets under way. The result is a glorious day, with almost as many varieties of activities as Heinz has pickles. Such an observance requires considerable attention to trifling details. While trifles don't make perfection, perfection is no trifle.

First, we make a tentative list of events at a meeting of supervisors, using the previous year as a guide. Many activities have become traditional; the program must touch all age groups: there must be team games as well as individual events for all; there must be the zest of competition, but not at the expense of a large participation. And there must be a good publicity stunt.

The list is then discussed at the weekly staff meeting with the directors and, once accepted by all, it is mimeographed as a timetable and schedule for activities. This is later incorporated into the four-page program which has a cover similar to a poster; second page, which carries a description of the observance and the man who inspired it; third page, which has the schedule of activities; and last page, which has general rules for participation. This program is distributed to schools, playgrounds, and all others concerned.

Other preliminary steps taken are as follows:

1. Preparing a list showing all services and equipment required, such as marking of courts, placing halyard on the flagpole, PA set, buses for the band,

tables for craft exhibit, permission to use school auditorium across the street from the playground, portable stage for the talent show, soft drinks for the band, trash cans, permit to close a street for the pushmobile race, and so on. This is followed by making out the requisitions or requests for the services desired.

2. Listing of all props and small items needed. This includes such things as softballs, bases, clipboards, typewriter, stop watches, paddles, tether balls, and so on. These are assembled in large canvas bags for transportation to the event.

3. Assigning of staff personnel and volunteers to conduct the various events. This is a real Chinese puzzle which requires careful charting to utilize all workers to best advantage. The schedule for the program and the number of events running at one time depend upon available personnel.

4. Practicing, by all playgrounds, of the events on an intramural basis, so that very little instruction is required on the day of the event.

5. Handling of publicity, which includes bulletins, radio, TV, newspaper articles and, best of all, word-of-mouth.

After all the preparation, which takes the first part of the summer, is completed only one thing remains—a fervent prayer that it won't rain.

The day arrives and youngsters converge on the two playgrounds where the
(Continued on Page 160)

What goes up must come down! This very agile young lad, contestant in a rope-climb competition, pauses on his way down after successfully tapping the cowbell at top of climb.



The rope jumping event on Joseph Lee Day includes ten to fifteen feats of varying difficulty created by the contestants. This active young lady was the winner.



A section of the annual craft exhibit is reserved for adults. A perennial favorite is the series of miniature stage settings for the story of "The Three Bears."

Speed demon made his pushmobile from a board, a basket, unmatched wheels of two express wagons.



Noon talent show often includes hillbilly combinations, like this one, who imitate the popular singing cowboys.



JOSEPH LEE DAY

(Continued from Page 158)

celebrations will be held. Some come in buses, others on bicycles, afoot, and in groups in cars driven by mothers. Directors arrive in immaculate, starched whites, carrying clipboards with essential information. The band forms near the flagpole. Lunches and extra garments are checked. Equipment is arranged in orderly fashion within a roped enclosure under the supervision of the "props" clerk. (After each contest or event the director in charge turns in the equipment used and draws the equipment for his next activity.) Craft articles are taken to the school auditorium where tables await their arrangement. Complete bulletins are posted on a large board. Nine-thirty arrives and the first announcement to gather at the flagpole comes over the loudspeaker. The program is under way!

What makes up the program? There is an opening ceremony and a special stunt at noontime which makes good copy for the press, radio, and television. The opening exercise is simple. One of our 125-piece high school bands plays while the boys and girls are gathering. Then there is "The Star-Spangled Banner" and the Marine Corps color guard hoists Old Glory. All repeat "The Pledge of Allegiance to the Flag"; a local minister offers an invocation; a

playground youngster delivers a short address about Joseph Lee; and one hundred helium-filled balloons in the shape of a gigantic L are released. Each carries a card, addressed to the department, with a place to write the name of the finder and where it was found. The balloons rise to the stratosphere, burst from expansion, and the cards fall.

The exhibition events include the opening ceremony, an arts and crafts exhibition lasting all day, loop tennis, a talent show at noon, four gas-powered model planes in a dogfight and a number of picnic stunts and contests.

Midget boys (up to thirteen) have a softball tournament, paddle tennis doubles, rope climb, chinning, corkball tournament, pushmobile races and a tetherball tournament.

Midget girls (up to thirteen) go in for the balance beam walk, kickball tournament, short rope contest, dodgeball tournament, paddle tennis doubles and cootie tournament.

Boys over thirteen have a rope climb, horseshoe tournament, chinning, softball tournament, paddle tennis doubles, pushmobile races (as pushers), badminton singles, corkball tournament, mixed volleyball and mixed checker tournament.

Girls over thirteen participate in a tetherball tournament, badminton singles, paddle tennis doubles, mixed volleyball, a softball tournament, bound-

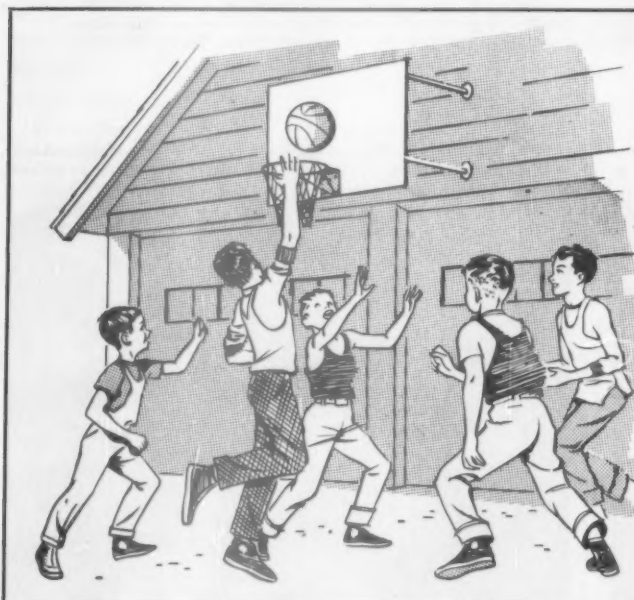
ball tournament, balance beam.

At noon, or at a convenient stopping place near noon, all stop to eat their "nosebag" lunches and watch the special events which may be talent numbers, singing, gymnastics, homemade musical instrument renditions, model airplane acrobatics, and so on. Some stroll across the street to see the craft exhibit. Free soft drinks are served to all by a park concessionaire.

As the afternoon wears on, tournaments and contests are finished. Results are announced on the PA set and posted on the bulletin board. Special Joseph Lee Day ribbons are awarded to winners and runner-ups in each event. The playgrounders who have finished usually take a dip in the pool.

By this time the press steward has typed a summary of all events and written a lead for the papers; the photographer is heading for the darkroom; and the white uniforms of the directors are a bit dingy. Finally, the sun dips low; Old Glory is hauled down and folded. Youngsters are heading home for a hearty supper. Another Joseph Lee Day has passed into history.

The story should end here, but there is a final chapter which takes place in staff meeting where the event is rehashed and notes for changes and improvement entered in the files as reminders for a "bigger and better Joseph Lee Day next year."



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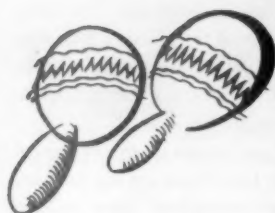
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Organization for Children's Fiesta Parade



George H. Adams

THE OLD saying that "everyone loves a parade" proves true in Santa Barbara, California, when the annual children's parade, "El Desfile de los Ninos," is held. This colorful event, staged by the city recreation department, is one of



Small fry depict early history of Santa Barbara with floats which they make as part of playground creative activities.

the highlights of the Old Spanish Days celebration, which attracts hundreds of thousands of visitors to the community during the full-of-the-moon each August.

Under the direction of Miss Joyce Gardiner, recreation supervisor of special activities, this has grown each year until last August when 1,178 children participated and 150 adult volunteers assisted in the assembly area. Of course, this does not include all the fond parents who spent numerous hours preparing costumes, carts, wagons, and floats for weeks in advance of the big day.

The parade gives local small fry a chance to depict, and

MR. ADAMS is the director of recreation in Santa Barbara.



A small Spanish don surveys the world from a wheelbarrow. All floats are handpowered or drawn by donkeys or ponies.

to learn more about, the early history of their hometown; and they never miss a bet. There is nary a dull moment from the time the Bennett Boys' Band strikes up the first note until the last tiny senorita or Spanish don has reached the disbanding area.

Last August twenty-one groups participated as units and entered large floats portraying every phase of the city's early life—from the missions to such street names as Indio Muerto (Dead Indian). There were 163 small floats and 29 head of livestock among the participants who marched along the six-block parade route which was jammed with an estimated 50,000 persons.

In planning the event, the first organizational meeting is called in July—seven weeks prior to the event's actual date, which varies yearly depending upon the time of the full moon in August. At this meeting the minutes of the evaluation meeting held after the previous year's parade are read and discussed. Suggested changes are considered, and those of value are accepted for the coming event. Chairmen for traffic, safety and first aid, narrators, assembly area, disbanding area, tally committee, as well as parade marshal and assistants, are named. Publicity is handled through the recreation department.

About four weeks prior to the parade, registration forms are made available at the recreation center; and each participant must be registered and the card signed by an adult. At this time all groups entering large floats are called together, and each adopts an idea or event as a theme. (This prevents too much duplication.) From that day forward, playgrounds, each of which enters a float, together with the

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active and inactive games and mixers
social dance icebreakers community singing materials
folk and square dances informal dramatic activities

Caution against harmful games and stunts; recent recreational dance history; and some original dramatic activities are also considered. Lists of periodicals, record albums, and other useful materials in the field are included. There is an extensive treatment of program planning to meet the needs of different types of groups.

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YMCA, the Boys' Club, and the other local organizations, start planning and building their floats.

Most float materials are donated. There is a raid on orange crates, scrap lumber, chicken wire, cardboard boxes, wire, nails, and, above all, wheels. No motorized equipment is allowed; every float must be pulled by hand or drawn by pets or ponies. No pony, donkey or burro may be over fourteen-hands-two-inches high and must be accompanied by an adult. Along the same line of reasoning, no bicycles are allowed. The cadence of the parade must be geared to meet the pace of walking two-year-old señoritas. The photographers must be considered because they have a field day and no one is reluctant to pose. In fact, before the parade has moved a block, many of the participants stop and pose automatically when they see a camera.

The parade forms in one of our parks in the center of town. There, information tables have been set up and are in operation by 9:00 A.M. The youngsters have worked long and hard for this day and they are eager. The streets have been barricaded by the park and street departments, and traffic officers are on hand to give necessary assistance. The fire department and Red Cross stand by, to be ready in event first aid is needed.

The parade marshal and his assistants are stationed at a street intersection at the corner of the park, and all entrants are formed in the street, in the four blocks nearest the intersection. The street for one block north of the marshal contains all the large floats; the block to the east, the small floats and individuals; the block to the south, all pets and livestock; and the block to the west, walking groups, the lead band, Miss Santa Barbara, Jr., float, flower girls, and other units that will lead off.

At ten-thirty, sharp, the signal is given and another children's fiesta parade is off to the sound of applause and cheers. Back at the intersection the marshal and his assistants are moving the various individuals and floats into their places behind the moving units. This allows one block in which to correct faulty wheels, be sure the balky burros are moving, and everything running smoothly before turning down the line of march.

Meanwhile, preparations have been under way at the recreation center, which is the headquarters of the disbanding area. Volunteers have set up tables in the auditorium, in alphabetical order, where each child who has participated will be given a certificate. The names have been typed from the registration cards and are ready for everyone except those who were registered the morning of the parade. These are few in number and the names are typed while the child waits.

The ice-cream truck is on hand and each child is given an ice-cream bar. The parents hustle them off to their car and both parent and child have experienced a thrill they will never forget.

There is plenty of follow-up work to be done. Over one hundred "thank you" letters are written; and, within a week after the parade, an evaluation meeting is called, and the chairmen of all phases of the event point out the strong and weak points and offer their suggestions for an even better parade next year.



Knight made of bottle corks, needles, wire.



Musical instruments are useful creative projects. Drum is half a coconut.

Crafts That Show Imagination

These excellent pictures, sent to us by Gudrun Lischke of Berlin, who has just returned to Germany after a period of observation and work in the United States as a participant in an exchange program for social workers, beautifully illustrate the fact that, with care and good leadership, crafts objects created from scrap materials can be in good taste and quality.

The objects in these photographs are the result of the after-school program where students from the *Padagogische Hochschule* (Teachers' College) work as volunteers. The program is conducted two afternoons a week, with from 250 to 300 children in attendance. Crafts and sports are preferred activities.

Says Miss Lischke, "In Berlin there is no money, no material to work with, but there is a great need for recreation activities. Recreation programs are in their infancy and are carried on—and very often financed too—by idealists rather than by an organization. These pictures show the poorness of the materials which must be used, but also show the imagination of children. The children who did these works are so interested in them that they bring everything from home that is not needed there: nails, wire, corks, scraps of material, old newspapers; and it happens very often that a father who is also interested sends in an old chair, an old cupboard. Everything can be used, and the children plan their work with the group leaders.

"The children of Berlin are very fond of arts and crafts. There are today several programs at the schools in the afternoons, and the children use the school's facilities, led by a teacher who spends his leisure time—not seldom his money, too—to do this work because he is one of those who are aware of human needs and who are strong enough to face the problems."

We think these pictures give an impression of what can be done, as Miss Lischke says, "... with a little bit of money, but a great deal of love, idealism and good will." (The photographs were taken by Burkhard Lischke, her sixteen-year-old brother, and developed during one of the after-school photography classes at Hermann-Ehlers Schule.)

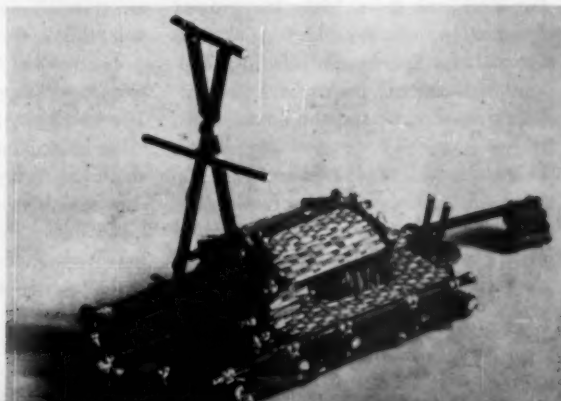


This grotesque figure, carved with a pocketknife, is made of foam-concrete that was the donation of a construction firm.

Fantastic animal was cut from tin can and bent into shape.



Model of the "Kon-Tiki" made of twigs, raffia and straw.



Playground Experimentation Pays Off

IN ROCKFORD, ILLINOIS

D. James Brademas



The potato race. Enthusiasm of leaders encourages children.

THERE IS no organized public recreation system in Rockford, Illinois, a community of 105,000 people, although it boasts of excellent school and park systems. Recent action by the park district has added two hundred more acres of land to the park system as part of a \$600,000 program to provide new playgrounds and park-playground facilities. This purchase brings the total area of park property to approximately 1,686 acres, or 81 separate parcels of land, covering 92 square miles.

These areas include playgrounds, neighborhood parks, large city parks, golf courses, and swimming pools. The park and playground areas are used mostly by industrial and other softball and baseball leagues and organized club groups, while the golf courses and swimming pools draw large numbers of individual participants.

Local industrial leaders and park officials have therefore become concerned about the lack of public recreation, and a new ten-member board, designated as the Rockford Boys Club Playground Association, was created to look into the matter. The possibilities for cooperation between industry and park officials were good, and the board of di-

D. JAMES BRADEMAs is director of the Boys Club Playground Recreation Association in Rockford, and is studying for his masters degree in recreation at the University of Illinois.

rectors of the new association and sponsoring industrial organizations launched an experiment stating: "It is hoped that other organizations, industries, and individuals will join this group of sponsors to continue and expand the program in future years."

The board decided to consult experts in the field of recreation planning before setting up the experiment and subsequently wrote to the staff members of the recreation leadership training program at the University of Illinois. Professors Charles K. Brightbill and Allen V. Sapora of the recreation staff were asked to come to Rockford for a conference with the board.

Two playgrounds on the east side of the river and two on the west were chosen for the experiment, and a trained man and woman were to be employed for each.

The budget for the eight-week experiment was \$7,500. No capital expenditures or purchase of costly equipment was necessary. The park district provided facilities, maintenance, and sports and athletic equipment.

The bulk of the budget went for salaries, crafts, and general game supplies. The university representatives had convinced the board that good leadership should be the primary factor and that substantial salaries would attract top leadership. Salaries, which amounted to seventy-one per cent of the total budget, were set at \$75 per week for

playground leaders and \$60 per week for assistant playground leaders.

Among staff members selected: five are at present recreation students; one is in the department of physical education; two are graduates in physical education, one with a minor in recreation; and the other is a graduate in sociology with a minor in physical education. The non-academic backgrounds of these students were varied. Several had been playground leaders in previous summers, and others had gained practical experience through college field work training.

These leaders worked cooperatively and with contagious enthusiasm in Rockford. For instance, in planning for a city-wide play day, one leader wanted to bring his group of playground "Indians" from East Rockford across the Rockford River in canoes and then hike to the playground where the event was to be held. He maintained that since the river ran right through the center of the city, the canoe crossing would stimulate interest among the children and create publicity for the program. The proposal was modified, but it was this kind of imagination that kindled the fires in Rockford.

Many midnight planning sessions were held among the several staff members. Playground leaders were assigned to instruct at seven of fourteen evening square dances on an alternating basis; however, some of them were on hand

to instruct at all fourteen dances. Two playgrounds, privately operated and outside of the jurisdiction of the association, were invited to participate in two all-playground special events. Leaders from these playgrounds also attended all of the association staff meetings. The responsibility for setting up and instructing at three additional evening square dances for a privately operated playground outside the city limits was taken on late in the program.

Out of professional interest, substantial financial aid was given to a needy playground outside of the experimental program. Four playground leaders returned to two playgrounds in the middle of August, two weeks after the program had officially ended, to supervise family nights and to talk with parents



Sampling the stew is part of the fun on city-wide Play Day. Seven hundred children were brought together in one park.

about adult recreation clubs and future recreation programs.

There were many reasons why the experiment was successful but none more important than the professional competency of the recreation staff. These were people who had recreation education, who were not afraid of hard work, and had some practical experience. They were leaders who knew how to have fun while they worked, who knew the meaning of human relations, and who were so vitally interested in the fundamental philosophy of public recreation that they did their utmost to translate their belief into recreation

service for the people.

Another reason for success was the cooperation of the children, park district officials, businessmen, board members, and parents. The children of Rockford are like the children of many communities across the country, eager and responsive to able leadership and action-laden programs. For the first week of operation, they came to the playgrounds with curious looks of disbelief written on their faces. One child asked, "You mean we can play here and do all this stuff free for nothin'?"

Disciplinary problems were at a minimum and were handled quietly. Loyalty to the playground name and to the leaders ran unusually high and was expressed by clean, spirited competition among playgrounds and by actions of sincere friendship among youngsters and leaders. Playground safety patrols were formed and children carried out their new-found responsibilities well and with a sense of pride. There was not one playground accident of any consequence during the eight weeks of operation.

At the first all-playground special event, seven hundred children were brought together at one park. Their willingness to cooperate made what might have been a trying day a successful venture in group fun. The entire eight weeks were filled with happy children fulfilling a desire to have fun and wanting to help at the same time. Attendance at the four centers totaled 59,000 for the season.

The park district offered the use of the four playgrounds under its jurisdiction and gave wholehearted cooperation at all times. A telephone call about a clogged spray-pool drain would bring a maintenance man immediately to the trouble spot. Trucks and drivers were always available on request, and park maintenance men cooperated with playground leaders at all times. Members of the association board were active during the summer viewing various parts of the program and offering assistance when it was needed.

Many businessmen and organizations helped greatly by delivering supplies promptly, by allowing discounts, and by contributing materials which added much to the content of the program. Newspaper editors realized the import-

ance of recreation in the life of the community and gave solid support. Dozens of stories, editorials, and pictures were printed on daily and special activities. A local television station offered the services of its studios in presenting six half-hour child-participation programs. Each show brought to the public a presentation of one of the major areas of the recreation program.

One company offered the use of one of its large windows in a well located downtown building for a crafts exhibit showing types of raw material used and finished crafts items from the four playgrounds. Many parents were active in the program and two neighborhood groups have laid groundwork for the formation of adult recreation clubs in order to keep the interest alive until next summer.

What should be the ultimate goal of experimentation programs such as the one in Rockford? The final objective should be a year-round recreation program serving the needs of all people on a secure, sustained basis. One of the most important factors in a secure program is a permanent staff of full-time, experienced personnel at all levels. Rockford is faced with the problem of not having a permanent staff because many of the students who worked there last summer will be looking for permanent jobs rather than returning to summer positions.

Rockford, and other carefully planned community playgrounds as well, could serve as a recreation training ground for young recreation and physical education students. The benefits would be high both to the students and to the community. Young students have many new ideas and are willing to work hard and to learn. If a properly planned and administered playground program blossoms in Rockford in the years to come, it could attract top students from many colleges and universities for summer work.

Rockford is now planning an expanded program for next summer, with long-range plans in mind for a much needed permanent year-round program serving the needs of all people. Its striking deficiency in public recreation is being eliminated by forward looking citizens who realize the necessity of the worthy use of leisure time.

2

Playground Plans

That Are Successful in Boston

Patrick J. Ryan

... for the Mentally Retarded Youngster

INTEREST in developing a playground to experiment with a new phase of public recreation—a program for mentally retarded youngsters—took form in the Boston Parks and Recreation Department in the summer of 1952.

All directors of recreation are familiar with the problems involving youngsters of this type in their programs—the usual story of youngsters so afflicted they are not physically able to take part in the daily program of the local playground. Then, of course, there is the concern of the parent that the youngster is not capable of withstanding usual kidding and fooling that normal youngsters generate in their activities. An additional concern is that many parents with such a child are not too anxious to publicize his condition. Nevertheless, the interest of the parents and the enthusiasm of the youngsters becomes so great that the opportunity to try such a program should not be overlooked.

When the commissioner of parks and recreation, Frank R. Kelley, presented the idea for this new phase of the program to Mayor John B. Hynes, the mayor was most enthusiastic and instructed the commissioner to go all the way.

In going into action, the first consideration became that of a location which would be public, yet not conspicuous enough to attract spectators. Castle Island, in Boston Harbor, with its old

fort and drill grounds dating back into history, was ideal in many ways. It is located right on the edge of the harbor, with a large grassy area and nearby housing facilities. The construction of its Fort Independence, one of the strongholds of our liberty, was a series of giant blocks cemented to form walls twenty-feet thick—not too unlike most of the early forts. The area inside the blockhouse was used as a parade and drill ground. This area, then, was set aside and appropriately titled “Pleasure Island.”

The problem of personnel was solved when one of the most interested persons in this area turned out to be a school teacher with over twenty years of experience in teaching retarded children. Miss Helen Freeman was appointed as director of the program, and we were under way.

Parents, brothers, and sisters, were encouraged to come to Pleasure Island for the day. The parents developed into excellent volunteer leaders, and the

brothers and sisters supplied normal healthy playmates who did have a desire to play with, but still keep in mind the limitations of, their less fortunate brother or sister.

The daily program does not vary much from that of the average well-organized public playground, with flag raising, singing, marching, sports and games, arts and crafts, story telling. An important part of the day is the period set aside for a formal physical education program. We have also successfully included a “learn to swim” program among the activities.

Some of the items listed by observers of this program are interesting:

- The parents are the key to the situation. Their cooperation and willingness to bring their problem out into the open has helped to furnish the encouragement and interest necessary in such a specialized program.
- The impressive therapeutic value for the youngsters in being able to play together with children who have an appreciation of their problems and limitations.
- The great confidence developed in so many youngsters from the accomplishment of climbing up to the six foot slide and going down on

Pleasure Island children play with discarded tires to improve coordination. The program varies little from that of the average well-run city playground.



PATRICK J. RYAN is the director of recreation in Boston, Massachusetts.

their own, the participation in running which helps to supplant the slow shuffle.

• The youngsters who never left home alone and who now travel the subway to Pleasure Island.

We treat these youngsters as normal youngsters, and as we progress we try to measure their deficiencies and apply corrections. It is amazing how many things they can accomplish if they only have the chance, and, most of all, patient encouragement.

The day camp is open daily Monday

through Friday, from May 15 until August 30, and a single day's program has yet to be cancelled because of inclement weather. It is almost impossible to believe that on one of the real New England wet days, we checked forty-two youngsters in attendance.

The accomplishments of this experimental program have been so great that the program has been brought indoors to one of our recreation centers during the winter. It is limited to Saturdays,

because of school, and operates on the same basis as the outdoor program, including the swimming classes.

Parents and youngsters alike are most grateful for the wonderful accomplishments, and, most of all, happy to better enjoy life through the medium of recreation. The program is best summed up in the words of the Mayor Hynes, who said, "Never has so little been done for so few that has been appreciated by so many."

... for "Citizen of the Week"

THE CURRENT trend in handling juvenile problems has caused the spotlight of public opinion to be focused on recreation and its contribution to a solution of these problems. Too often, an appraisal terminates in the net total of the competitive sports programs and their opportunities for curing moral ills. Most modern recreation programs adhere to a "character before skill" policy. This solid fact came to light in Boston last year, when, in an effort to present the better side of present day youth, the "Citizen of the Week" was made an important part of the summer playground program.

During the Recreation Leaders' Institute, a session was devoted to the details of operating this plan. Its importance was emphasized when it was endorsed as being coordinated with the mayor's civic improvement committee. The monitor, or junior volunteer effort, was adapted to this idea. A simple, yet inclusive, set of regulations to be used to determine the selection of the youngster on a ten-point-total basis was allowed for each of the following:

1. *Interest.* (Attendance, participation in activities.) To be part of a community, a citizen must participate in its activities.

2. *Cooperation, Helpfulness.* A citizen has a relation to those in authority.

3. *Kindness, Consideration.* A citizen has a personal relation to other citizens.

4. *Sportsmanship, Sense of Fair Play.* A citizen has a relation to others in activities.

5. *Genuine Sense of Responsibility and Loyalty.* A citizen has a relation to the state as a whole.

Each week during the summer season, the youngsters on each playground se-

lected the boy and girl who scored the highest points. It certainly meant more paper work, but the immediate interest more than compensated. The selection was recorded on the weekly activities report, and a master record was maintained at headquarters. The program was not under way too long when the local district papers began to feature the youngsters selected in their districts.

The reaction of the youngsters to the program was very good. Can one imagine the "Citizen of the Week" committing some act to lessen his dignity during the ensuing weeks? The interest of the parents, too, was aroused, and not too infrequently parents inquired, "How are you doing down at the playground, Billy?" or perhaps, "I see where Bob has been selected as 'Citizen of the Week'."

The wide variety of selections was indicative of the value of the program. Naturally, some outstanding young athletes were selected, but so also was the youngster who assisted in the arts and crafts program, along with the young girl who was the talented lead in the dance act, and the youngster who never missed a day in guiding his two young sisters to the playground. Needless to say, such a program encompassed all races, creeds, and colors; the only qualification required was that the youngster be a "good citizen."

There were no promotion gimmicks or political angles. It was just a very sincere effort on the part of each playground director to make a specific effort to emphasize the great goodness

which we know is the major portion of an American recreation program. The reaction of the press was wonderful, and the reporters had a field day in writing about "plain American kids."

To the Massachusetts Committee for Catholics, Protestants, and Jews, this was too good an effort to be allowed to fade out; and, in order to assure its continuance, the committee proposed to the mayor of Boston that it would like to honor a selected group of these youngsters at a luncheon.

The head table invited was worthy by comparison with any important function held in the city. Its guests were: the mayor, who served as toastmaster; representatives of the various faiths; the superintendent of schools; the chairman of the Mayor's Civic Committee; the chairman of the Massachusetts Committee for Catholics, Protestants and Jews; the chairman of the Boston Chamber of Commerce; the commissioner of the parks and recreation department; and the commissioner of the police department. The list of invited guests included the managing editor of every Boston newspaper, the president of the United Community Services, as well as many people prominent and active in the field of civic improvement and human relations. Each youngster was awarded a framed certificate by the mayor and also a notation on the school record of his accomplishment.

Needless to say, the "Citizen of the Week" has been established as a very definite part of Boston's recreation program.



GOOD LEADERSHIP — a most important ingredient. Here, a leader outlines the rules. Upon his shoulders devolve, to a great extent, the success of the playground program and the happiness and attitude of the youngsters in his charge.

CRAFTS. Crafts belong in every program and can contribute some of childhood's most satisfying experiences. For supplies use inexpensive materials, ingenuity and good taste. (See page 163.)



Recipe for

The first ingredients, of course, are **CHILDREN** and "just folks" of the neighborhood—of all ages—to partake and to contribute. Be sure to include all children who need a place to play and a chance to learn to get along with others in a play situation.

Take, therefore, a play area and sprinkle with the necessary facilities and equipment. Add good trained leadership and as large a help-season generously—and to taste—with interesting daily activities. Add water wherever possible when temperature is too hot.

For a better, richer brew, call upon community and neighborhood cooperation; and let volunteers add their own special flavor. For spice, use special events—but in moderate quantities.

Result: Successful summer, large portions of happiness and safety; serves many; is sure to bring unanimous calls for "seconds."



SPORTS. The learning of sports skills and games is important and one of the most popular of the functions of the playground.

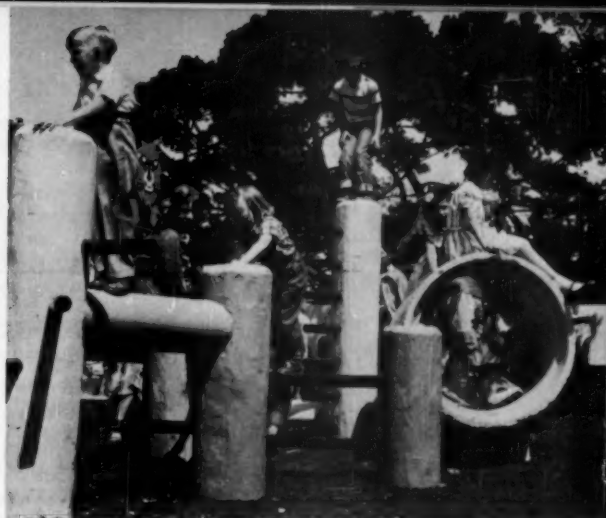
Playgrounds



WATER. Children love and mix with it in great glee. A regular feature of summer fun should be cooling off in a well-supervised wading pool, if available, or by means of a hose or sprinkler system otherwise.



ALL AGES. Playgrounds should offer something for the whole family: activities for big brother or sister, as well as games areas and facilities that mother, father, grandmother, grandfather—everyone—can enjoy.



FACILITIES AND EQUIPMENT. Needed: a good play area and equipment for crafts, games, sports. It should be as attractive as possible with trees, an indoor shelter, and apparatus for imaginative play.



SPECIAL EVENTS. Might include a doll show, fair, arts and crafts exhibit, pet show, circus, carnival, festival, fiesta, or parade. (See pages 158 and 161.)



GAMES. Many have come down to us through the centuries. Children have always loved them. Active or quiet, they build character and personality.



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People

in the News

MILDRED SCANLON, for more than five years a member of the leadership training staff of the National Recreation Association, became associate director of the USO at Ayer, Massachusetts, the end of March. Through her work with the Association, Miss Scanlon visited every section of the United States, and the courses she conducted in social recreation and playground leadership skills were attended by more than 15,000 recreation leaders. Before joining the NRA staff, Miss Scanlon was an American Red Cross worker in the China-Burma-India theater and an Army Special Services club director in Europe.

DR. LYNN S. RODNEY, Pacific Southwest district representative of the National Recreation Association, was recently given a Fellowship Award by the California Recreation Society for outstanding service to the recreation profession. Dr. Rodney received his doctorate in philosophy from the University of Michigan during 1954.

STERLING S. WINANS, California state recreation director and chairman of the NRA National Advisory Committee on State Recreation, was also a recipient of the Fellowship Award of the California Recreation Society.

ROBERT W. CRAWFORD, former deputy commissioner and superintendent of recreation, recently became the new commissioner of the Philadelphia Department of Recreation upon the resignation of Frederic R. Mann. At the same time Charles B. Cranford and Walter L. Bendon were appointed deputy commissioners of the department. Under Mr. Mann's and Mr. Crawford's leadership recreation in Philadelphia has taken great strides from its early days as a stepchild bureau under the welfare department. Created by charter reform in January 1952, Philadelphia's recreation department is now one of the leading municipal recreation agencies in the United States, and its

development and modernization program has aroused great national interest and attention.

BERT and LOU EVANS, two veteran recreation workers of Seattle, Washington, were paid a fine tribute when the city named its new quarter-million-dollar indoor swim center at Green Lake the Evans Pool. Ben is recreation director and Lou assistant recreation director of the Seattle Park Department. The brothers were honored for their untiring efforts in behalf of Seattle children since 1917. Waldo J. Dahl, park board president, said, "Oftentimes we pay tribute to people too late. This is a living memorial to Ben and Lou Evans."

MYRON HENDRICK, director of recreation in Niagara Falls, New York, recently received the Sportsman Award presented by the city's Athletic Club. Mr. Hendrick has been actively associated with sports for forty years and has been active in local, state, and national groups affiliated with sports and recreation. He is a past president of the New York State Public Recreation Society.

BOB ROBERTSON, assistant director of recreation in Albany, Oregon, has been named the city's Junior Citizen for 1954 in honor of his many activities, beyond the requirements of his official position, which have benefited Albany's youth. He initiated the formation of the state

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junior baseball league and personally financed several baseball teams to enable them to participate in Albany's recreation program.

Recent Appointments

Donald D. Cary, recreation leader for children of military personnel, Mitchell Air Force Base, New York; *Robert Dombro*, recreation therapist, Baltimore Hearing Society, Baltimore, Maryland; *Stanley E. Francis*, superintendent of recreation, Newark, Delaware; *Mary E. Frisk*, Service Club, Ft. Riley, Kansas; *Marjorie Matsushita*, supervisor of girls' and women's activities, Recreation Department, Santa Rosa, California.

Orlo B. McGeath, director, Youth and Community Center, Decatur, Indiana; *Patricia Morris*, Recreation Department, Lima, Ohio; *H. R. Phillips, Jr.*, director of recreation, Logan County, Colorado; *Jay Schwartzman*, Recreation Department, Pensacola, Florida; *Clara S. Simon*, social recreation director, Lewistown Hospital School of Nursing, Lewistown, Pennsylvania.

In Memoriam

LAWRENCE V. LOY

Professor Lawrence V. Loy, extension specialist in community organization and recreation at the University of Massachusetts, died suddenly March 11 at the age of forty-seven. Professor Loy was widely known throughout New England for his leadership in recreation activities and his work developing state and community recreation programs. During World War II, Professor Loy organized recreation programs for servicemen at Army and Navy bases. For several years he conducted training classes for European and American youth hostels. He was active in church recreation programs and, an expert square dance caller, he taught square dancing to thousands.

ELIZABETH ROGERS

Elizabeth Rogers, one of the leaders in hospital recreation, died on February 25. Miss Rogers was employed as recreation consultant for the American Red Cross Service in Military Hospitals, Midwestern Area. She had been an active participant in the National Recreation Congresses.

It's A Date

April 11-15—Association for Childhood International Study Conference, Kansas City, Missouri.

April 12-14—Southern District Recreation Conference, George Vanderbilt Hotel, Asheville, North Carolina.

April 13-20—Southeastern Methodist Recreation Workshop, Leesburg, Florida.

April 17-19—Pacific Northwest District Recreation Conference, Boise Hotel, Boise, Idaho.

April 18-23—Pacific Methodist Recreation Workshop, Asilomar Camp Grounds, Pacific Grove, California.

April 23-29—South Central Methodist Recreation Workshop, North Campus, Norman, Oklahoma.

April 25-30—Illinois 1955 Leisure-

craft and Counseling Camp, State 4-H Memorial Camp, near Monticello, Illinois.

April 29-May 1—Spring Institute, American Camping Association, College Camp, Wisconsin.

May 7—Conference for Playground Supervision, Bradford Woods, Martinsville, Indiana.

May 9-13—Presbyterian U. S. Recreation Workshop, Camp Nacome, Centerville, Tennessee.

May 10-13—New England Recreation Conference, Woodstock Inn, Woodstock, Vermont.

May 13-15—Indiana Section, American Camping Association Counselor's Training Institute, Bradford Woods, Martinsville, Indiana.

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The first edition of the textbook, 1940, was prepared by George D. Butler, of the National Recreation Association. The current revised edition, 1948, was largely edited by Mr. Butler, with the assistance of other leaders in the recreation profession. The 516-page volume is a handy and wholly authentic reference source long after the course is completed.

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Games and Status Experience'

Brian Sutton-Smith and Paul Gump

IT IS GENERALLY recognized that the rule games of children play a part in their social development. In games, children experience a variety of action-based social relationships; they are given the opportunity—and the necessity—to assume a variety of game-provided roles and status positions. Such status positions within games may be those of the leader, the follower, the attacker, the defender, the taunter, the taunted, and so on. In general, a game position of high status grants to its occupant a special game function, a larger share of the game action, important control over game play, and special strategic powers. Low status positions tend to have opposite qualities. Besides status positions within a game, as a result of game play, there may be established the status of winner or loser.

This paper will be mainly concerned with a classification and description of games in terms of the kinds of status positions they contain and their controls over allocation of these positions. Such a classification may make it more possible to select and manage games so that the participants experience a variety of status roles. Such experiences enable participants to achieve some of the gratifications and the psychological releases which often come when real life themes are acted out in play and fantasy. Although focus here will be upon high status positions, positions of low status also have beneficial experience potentials. To "play at" being in the dominated, derided, or defeated position can relieve tensions about actually being in such positions. Furthermore, the process of going from a low to a high game status position—of changing from the "passive endurer" to the "active master"—can be a personality-strengthening experience.

Since the *kind* of status positions which exist in games can often be surmised by the sensitive worker for himself, major emphasis will be directed to the factors influencing *allocation* of these positions. The allocation of positions in a game may be affected by three types of variables:

1. *Social power*, the extent to which individuals can successfully influence others. Thus, if two little girls vie for

the first leadership position in *Mother, May I?*, the more influential child will be accepted by her peers for that position. Also, high game status positions often go to children who are best liked by the children originally holding the high status game position.

2. *Playing competence*, or the skill with which individuals can carry out the essential game performances. Thus, if two boys strive for the king position in *King of the Mountain*, the stronger and more agile child is most likely to win that position.

3. *Game controls over position assignment*, or the kind and extent of game rules regarding allocation of the status position. Some game structures permit *social power* rather full scope in the achievement of status positions, others make playing competence, and resultant competitive success, determine who achieves a given status; other games have arrangements which tend to assure some sharing of status positions among participants regardless of their social power or playing competence.

Game Classification

The classification suggested below attempts to classify games in terms of the types of status positions which they contain and the methods of allocation of these status positions which they employ. It will be noted that the presented games classes tend to progress from games which are simple and most often played by younger children and girls to games which are complex and more frequently played by older boys.

¹ This is a condensed analysis of a larger research paper which was based upon extensive observations of play in games in New Zealand and the United States. The efforts of the senior author were supported in part by a U. S. Government Smith-Mundt Research Fellowship at the Institute of Child Welfare, University of California. Research grant M-550 from the National Institute of Mental Health of the National Institutes of Health, Public Health Service, supported further work by both authors.

² Games labeled (B) and used as examples may be found in *Games*, J. Bancroft. The MacMillan Company, New York; 1952.

³ Games labeled (R) are in *Games for the Elementary School Grades*, H. Richardson. Burgess Publishing Company, Minneapolis; 1953.

BRIAN SUTTON-SMITH is research associate and PAUL GUMP is principal investigator for the School of Social Work Research Project at Wayne University, Detroit, Michigan.

- Dramatic Games: Ritual Dramatic Games
 Skill Dramatic Games
 Skill Games: It Games
 Pack Team Games
 Individual Skill Games
 Team Sports

Dramatic Games

These games have in common their emphasis upon form and ceremony as opposed to the focus upon competition success in skill games. Allocations of status roles such as the witch, the mother, or the leader is relatively open to the influence of social power, relatively less determined by game skill.

Ritual Dramatic Games. Examples of these games are Farmer in the Dell (B)² and Mother, Mother, the Pot Boils Over (R).³ The high status positions are those of the game director who calls or chants signals and who may choose others to join him. Allocation of such high status positions is left up to the decision of the playing group; furthermore, the achievement of "next-best" status positions (that of being chosen first) is easily affected by one's position in the group hierarchy. Players who are leaders tend to choose their friends first. Thus, social power and popularity influence the decision as to what child will enjoy the high status roles. Playing competence, resulting in competitive success, is not primary.

It must be remembered that players other than the leader have a status, too, albeit a less prominent one. Furthermore, in these status positions, the player is protected from whimsical or "unfair" domination and interference from players in the higher roles. In contrast, lower status positions in *make-believe play* are not protected by controls which prevent the socially powerful child in a leadership position from deciding the roles others shall take and determining the content of these roles.

Skill Dramatic Games. Examples are Red Light (R) and Mother, May I? (R). The high status position in these games is that of a mother or leader who "calls the turn." The first leader is likely to be a child of high social power. After the game begins other children compete for the position, but they are under considerable control by this leader who may select the person to attempt the game challenge and who may determine the extent of the other players' progress. (For example, the leader in Mother, May I? grants one player three giant steps forward.) Insofar as competition determines who shall become next leader, allocation of status position is based on competence; however, the leader's control makes it possible for him to favor his friends and thus allocation can be determined to a greater extent by social power and popularity than by game skill.

The game-given power of the child in the high status position to dominate others in the skill dramatic games is impressive. It should be added, however, that observations showed that the small groups of mutual friends who usually play these games often tacitly agree to manipulate the game so that each player has some opportunity to occupy the dominant status position.

Skill Games

Skill games differ from dramatic games in several ways. When the skill game begins, status positions are often allocated by appeals to chance which employ counting-out rhymes or guessing contests. This itself is evidence of the greater control that the game exercises over social power. Insistence on game-equality is further emphasized by the fact that, once the game begins, reallocation of status positions is governed by laws respecting competitive success and failure. Skill games make competence in play the determining factor in assignment of status positions.

It Games

In It games, a group or pack works in opposition to one person who provides the action focus. The It always has a special status position in such games; however, game structures vary on whether It is given a high or an inferior game status. There are Its who have control over others, as the It in Pom Pom Pullaway (R); other Its are at the mercy of the taunts and actions of the pack, as the It in Lame Fox (R). There are Its who lead allies against the opposing pack and there are those who face, alone, the interlocking and antagonistic efforts of the whole pack. In assessing the degree of game-given status of It in any par-

If you are interested in the further development of this subject, be sure to read "The 'It' Role in Children's Games," by Brian Sutton-Smith and Paul V. Gump, in the February 1955 issue of *The Group*, official publication of the American Association of Group Workers, 129 East 52nd Street, New York 22. Seventy-five cents per copy.

ticular game, such possibilities must be kept in mind. Of the possible classifications of It games, a dichotomy based on the method of *allocation* of the It position can be employed; this dichotomy, which applies to most, but not all, It games, is one of the It-by-defeat versus It-by-triumph.

It-by-Defeat. One becomes It when he losses a competitive encounter with a previous It. Examples are simple Tag and Hide and Seek. Furthermore, one leaves the It position only when he wins one or more competitive encounters with members of the pack. Most commonly the It in such games is supposed to be an undesirable position; however, certain games grant enough strategic advantages to the It so that he may be perceived as occupying a relatively high status position. One danger in those It-by-defeat games which do not grant strategic advantages to the It is that incompetent players easily become It and may have extreme difficulty in winning their way out of the position. Then events in the game are likely to make painfully acute the low status quality of the It position.⁴

It-by-Triumph. In games like King of the Mountain and Commando (R), the It wins his position by success in a com-

⁴ Research on the problem of the unskilled player in the low-power It position is reported by P. Gump and B. Sutton-Smith in *The Group*, February, 1955.

petitive encounter with a previous It and he holds the position until he loses an encounter with another pack member. Although the group works against him the It position is potentially one of very high status. It is a respected accomplishment to win the position and then successfully to stand off the efforts of a total group. Our observations indicate that such games are more popular with older children (ages nine to twelve) while the It-by-defeat games are mostly played by younger children. Perhaps these latter games—which generally do not have an elevated It position—appeal to the equalitarian needs of the younger children while the It-by-triumph games appeal to the needs of the older children to play the “beleaguered hero.”

Pack Team Games

Crows and Cranes (R), Prisoner's Base (B), and various team relays are examples of games which are unique in their general lack of marked high and low status positions; the games have an equalitarian flavor. In such games, competition among equals is the dominant social theme. Any status to be gained or lost must come from particular skill displays or from being on the winning or losing team. Game-given special functions and powers are either absent or unimportant. Since half or more of the players in pack games will be on the winning side, this much distribution of high status positions is assured in these games. Thus, relatively incompetent players frequently share a winning status—a status they sometimes gain in team sports (if they are permitted on the team) but rarely gain in individual skill games.

Individual Skill Games

Marbles, Mumblety-Peg (B), Freezeout (R), and golf are only a few of the many games that share the principle that there is no important game-provided high status position save that of winner—a position which is achieved by playing skill rather than by social power or popularity. The only exception to this principle appears when handicaps are added to the game so that differences in general playing competence do not determine who shall have the status of winner. When handicaps are accurately assigned, the status of winner may go to the player who extends himself the most or who “gets the breaks.” In these cases, as in many table games of chance, there is some guarantee of rotations of a high status role regardless of participants' social power or playing competence.

Team Sports

Games like baseball or football contain many game-function differentiations which are often accompanied by status differentiations. The pitcher has a greater share of game action and control than the left-fielder; the position is generally perceived as one of high status. Among younger players, these higher status positions are usually obtained by the most generally competent players, but not during a particular game. Performance over a period of time has usually determined a group consensus as to who is most competent and deserves the high status position. Our observations indicate that high game status positions often go to boys of high social power and popularity. This does not mean that game status is determined by social power—as it often is in the younger dramatic games—rather, it appears, that among boys who play these games, social power and popularity is partially based on ability to perform competently in sports.

Although there are often real status differences in team sports, a certain “being on the team” status is enjoyed by all. Furthermore, in some sports all players share some of the potentially status-giving positions—as all share in the batting in baseball.

Summary

Children's games have characteristics which are quite relevant to psychological issues. One of these issues is that of experience in various roles or status positions. It is suggested that knowledge of the kinds of status positions contained in various games and of the variables which determine who will be placed in these positions can assist the adult game leader or supervisor. Allocation of status positions is usually based upon the personal characteristics of the players such as social power or playing competence. In some games, however, the basic structure includes devices which assure a variety of status experiences regardless of social power and competence. When games are selected and managed by a sensitive worker, his knowledge of these factors may better enable him to provide game opportunities which meet the particular needs of his group to “play out” various status roles.

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PROCEDURE USED

Preparing the plaster plaque. Mix the plaster of Paris by pouring the plaster into the water until it forms a good size island. With a spoon or with hands stir the plaster into the water until it is a smooth paste. When the mixture begins to stiffen, it is ready to be poured. Pour the plaster into the cardboard box to make a flat shape about one-inch thick. Insert a paper clip into the plaster—for hanging the finished plaque.

Planning and transferring the design. Plan the form to be carved on paper. Transfer the design to the plaster by means of carbon paper.

Carving. Take a nail and press the lines deeply into the plaster. Round off the edges of the design being carved. With the knife remove the background so that it is about a



quarter of an inch below the level of the carved form. A raised edge of frame should be left standing around the plaque.

Finishing. Smooth carefully and add details. Paint with transparent water color or thin show-card paint. Apply a coat of clear shellac.

Exploring Crayon Carving

Clyde C. Clack

There are interesting possibilities in the large size pressed crayons as a carving medium. Simple tools may be used to produce a variety of effects. A leather modeling tool and the pointed tip of a plastic handled brush were used to carve the form illustrated. A penknife, triangular file, orange-stick and block-printing tools will be found useful, too, in carving the forms.

The crayons may be carved full length or broken into shorter pieces. In either case, plan your sculptured forms to reflect the original shape of the crayon. The nature of the crayons suggests that designs be kept simple. Also study the tools which you choose for carving the crayons. Each will present certain possibilities and limitations. Try them out and discover what they



will do for you. You will find that certain effects seem to be "natural" for each tool. Explore these natural possibilities and make the most of them. The whole experience will become more interesting, intriguing, easier, and satisfying if one will.

A study of primitive sculpture will afford an excellent approach to exploring the possibilities of carving the crayons because so much of primitive sculpture was carved from the cylindrical trunks and limbs of trees, tusks, bones, and so on.

As a further suggestion, try carving the large size Crayola and the large chalk crayons. You will find these crayons a bit more fragile than the pressed type crayons but it will be fun experimenting and exploring them as media for small simplified sculpture forms.

There will be a number of students from the fifth or sixth grades through junior and senior high school who will find this type of carving interesting. [It might be used in making totem poles as a part of your American Indian projects.—Ed.]

Reprinted with permission from the January-February 1955 number of *The Art Educationist*, a bimonthly publication by Binney & Smith Inc.

Practical Techniques for Leaderships of Games*

Frank H. Geri

GAME PLAY must be kept snappy and vigorous. A good supervisor kills a game before it goes "dead." Perhaps one of the worst techniques on the playground is the carrying on of a game that has lost all interest to the players. The weather, disposition of the group and the leader, the nature of the game itself, all contribute to the variances affecting the length of the game. But much can be done for a game by the attitude and enthusiasm of the instructor. One must first have confidence in the game and consider it worth teaching.

It should be selected for the ability of the group, for a child feels belittled if he thinks that the game is too young for him. On the other hand, a game that is beyond a child's ability is discouraging, and he soon tires of it. Even though it is a really good game, it may be that he will never enjoy it because of this unsatisfactory introduction.

The supervisor must know a game thoroughly before teaching it. For nearly every game there is a variation or a different set of rules. Teach rules first and insist that all players know them that way; then, if variations are in order, they can be given after the game has been established and learned.

Introducing the Game. To introduce a game, contest, or race, call the group together, name the game and arrange the players in formation. Explain it briefly, putting the players through demonstrations of various positions. Ask for questions, then start the play as quickly as possible. Don't let the explanation be too lengthy. If the game has been played before, naming it reminds them of details of rules. Putting the group in formation before teaching the game makes it more intelligible to the players. In so doing, however, always be sure that everyone can see and hear; i.e., if you have a circle formation, keep on the outside of the circle and have everyone drop hands while the explanations are given. Ask for questions to be sure that everyone understands all points.

It isn't always necessary to explain all the rules at once. If a game is complicated, leave out some of the unessential rules at first and add them as the group gets ready for them. For example, in baseball, when a group has poor motor coordination, the three strikes for a poor batter or four balls for an unskilled pitcher makes a pretty poor game. Leave

that rule out and let them pitch and bat until a ball is struck and claimed fair.

Use lead-ups to different games. For example, baseball is a complicated game that requires both skill and mental alertness. The skills of wielding a baseball bat and of pitching are difficult to master. Begin with Long Ball. Only one base is used and more than one can be on base at a time. Even this can be taught in successive steps. In small children, since the large muscles develop first, the legs have better coordination than the arms. Hence, starting with a soccer ball rolled to a kicker stimulates eventual reaction to the baseball and makes for a more successful game. Next a large rubber ball may be pitched with the batter striking with full hand or fist. Lastly, the game is approximated with a bat and an extra large soft ball.

Hit-Pin-Baseball is a good preliminary game to baseball also, but more advanced than Long Ball. These games are not merely successive steps to the ultimate "baseball," but each game is run in its own right. They are especially fun to the small child because they require less coordination, and he can excel in them. As he advances in ability he will enjoy the game that requires more skill. Discourage all horseplay from the start. Demand strict attention when a new game is introduced, and then explain it quickly and briefly. It may be the supervisor's fault if a class is not showing good attention. Use a whistle to capture attention and in starting and stopping the game. It allows freedom of laughter and excited voices, yet one can guide the game so that it is clean-cut and smooth. If interest and enthusiasm are maintained, any distraction will be taken care of by the members of the group. If the disturbers can take hold, a leader is failing to do a good job. Control of disturbers is an indication of good leadership.

Insist on Fair Play. Rules must be enforced. Decisions must be fair. Standard rules should be followed explicitly. The written rules should be available so that they may be checked before the group if there is room for argument. Participants may be invited to check the rules, as it makes for more accurate playing and a better interest. This also establishes the leader as a fair person whose decisions are just. Children will give their confidence if they see that decisions are always justified.

Resting. Usually the time taken for re-forming new games and making new explanations allows ample time for resting. When enthusiasm is high, stopping too frequently or too long kills the spirit of the play. The game should be modified if it is too strenuous. If the group is getting tired, even though members want to keep playing, the game should be changed to a more quiet type so they can rest and resume the first again after they are rested. The games will stay fresh that way.

Choosing People. Sometimes it is better for the instructor to select the teams. In this way, if he posts the list, there are no hard feelings by the person who was chosen last. If desired, however, two team captains can be selected who will choose the players away from the group, coming back with

MR. GERI is the director of recreation for Bellingham Playfields, Bellingham, Washington.

* From *Illustrated Game Manual*, by Frank Geri, published by Ernie Rose, 215 Seneca, Seattle, Washington. 1950.

lists so that the order of selection is not known.

Ordinarily players will be lined up in a straight line and numbered off by twos, threes, fours, or whatever number will be necessary. Sometimes they may number from the far end first to change the order. They should be made to stay in the position first chosen to better mix up the groups—friends tend to stick together each time and make the teams always the same. The instructor must always be alert to be sure the teams are equal. It makes for a much better game, competitively as well as psychologically.

New leaders should be chosen for every game, and captains should be so alternated as to give some of the poorer players a chance to be leaders, too.¹ It takes courage to continue playing a game when one is obviously a poor player and never leads the group. Therefore, it is not always wise to let the best players organize and run the games. If there be a special occasion, like a birthday, the person celebrating may be it, or choose the game.

If a game doesn't sell well, the instructor should note what modifications can improve it. He must be aware of the size of the area in relation to the size of the group. If the tagged are caught too easily, he should widen the area. If the runner runs endlessly, he should shorten the spaces. An alteration may save a good game.

Voice. The instructor should speak slowly and distinctly. Those in the group should stand so that his voice need be carried in only one direction. He must be sure to talk to everyone, not only those directly in front of him. Everyone should face the leader. The children who cause the most distraction are usually the ones who can't see or hear what is going on.

Minor Faults. Small errors in play may be corrected while the game is in session. Mistakes will often be made in the beginning. These should be caught during play.

Preparations. No equipment should be given out until all directions have been given and the group is ready for action. However, all equipment should be ready. Boundary lines can be established in the morning before the playfield is officially opened, and bats and balls can be at hand. Nets should be up before the group is called together. The instructor should never gather a group, explain the game, and then rush into the shed for the equipment. That is a sure way to kill enthusiasm.

Participation. Everyone should participate in some way. Frequently there will be a guest who is for some reason incapacitated for active participation. This member may be used for judging, timing, markings, scoring, or whatever capacity can be found for him. He will be found eager for some sort of responsibility.

Discipline. If a child is apparently in need of discipline, the first place to look is at the supervisor and the program to see the reason for this behavior. One can be too severe in the management of children. It must be remembered that a sharp word inspires sharp actions. Friendliness and a soft voice and quiet manner are far more effective and will promote confidence. Every effort should be made to prevent gaining the ill will of a child, and to make him see that any

necessary punishment is just. This will build up a spirit of respect and loyalty.

Occasionally there is a stubborn case which is more than the supervisor can cope with. The director should be notified of these discipline problems and should be asked to take care of them. Disciplinary measures must be just. A supervisor must always think of the possible results of any punishment. Upon sending a child from the playground, all contact with the youngster is lost and he may get into more difficulty. The supervisor's friendship and the playground may be needed by the child. The supervisor, therefore, must allow as much freedom as possible unless it infringes upon the rights and safety of other children, or damages the equipment.

Too many warnings are not a good policy. He must be sure that all commands can be accomplished, and then follow them through. He should try first to make all reprimands or instructions without the knowledge of the group. It is best never to make the child conspicuous, or an example; he will appreciate discreetness, and respect the leader for it. The supervisor must avoid any suggestion that trouble is expected, for to know that trouble is expected is an incentive to give it.

A whistle, discreetly used, is one of the best devices for checking anyone at a distance. It avoids the necessity of calling out a name, and it is best to avoid yelling across a playground, whether for disciplinary action or not. Yelling gives a bad impression.

A respected supervisor will keep his hands off children for either discipline or display of affection. He will be amiable but not too friendly and give no reason for any suspicion of "favorites," nor will he hold a "grudge." Any punishment will be brief. If a child must be excluded from a game, it should be for a short time, not for the whole game; his trouble may be that he needs to expel some energy. When the player is restored to the game, it will be with the friendly attitude that all is well.

TECHNIQUES OF GAME LEADERSHIP

1. Get players into formation for the game.
2. Name it.
3. Explain the object of the game.
4. Describe and demonstrate the method of play.
5. Describe the technical features.
 - a. rules
 - b. fouls
 - c. scoring, and so on.
6. Give opportunity for questions.
7. Get going!

EVALUATION

1. Was it well chosen for the group—did the players enjoy it and have a good time playing?
2. Did everyone have a chance to participate?
3. Was it safe?
4. Did it teach basic skills?
5. Did the players have a chance to make suggestions?

—Helen Dauncey, NRA Staff

¹ See article, "Games and Status Experience," page 172.

What the Playground Can Do for the Handicapped Child

John A. Turner

The above title might also be, "What the Recreation Leader Can Do for the Handicapped Child," because in this aspect of recreation work, as well as in all other aspects, the ability of the leader is the focal point upon which the success of the program hinges.

In dealing with handicapped children on the playground, we have found that an enlightened leader is essential in order to prevent the other children from doing more harm than good for the handicapped child; for it is well recognized that children, in their naivete, can be unbearably cruel. Only through the guidance and control of an alert recreation leader can the playground be prevented from being a detrimental influence for the handicapped child.

However, when the recreation leader is well trained and capable of recognizing the limitations of the various types of handicapped children, the playground can do much to contribute to their enjoyment of life. As a matter of fact, it can accomplish gains in the development of handicapped children that no other environment can give.

These gains are so widespread and so numerous that it is extremely difficult to compile a comprehensive list. However, if we approach the contribution which recreation can make to the handicapped child in terms of basic needs, a number of points can be brought out.

One of our leading psychologists, Louis P. Thorpe, lists as universal basic needs, the need for: physical well-being; personal recognition; security, love and affection.

With regard to satisfaction of the first, the playground can provide for the development of balance and coordination through apparatus play and games suitable to the degree of activity

possible to the individual child. In addition, manual dexterity can be developed in many through elementary craft projects.

Fitting the activity to the individual's capacity has been emphasized. The importance of this cannot be over-rated because the child, after all, has to be able to experience some degree of success in the activity if he is to continue it.

One classic example of this contribution is found in St. Louis in the case of a young boy who had lost his right leg as a result of an early childhood accident. For some strange reason, the boy selected weight-lifting as a sport which he enjoyed more than anything else. The neighborhood playground director encouraged him to come to the playground to help teach other boys weight-lifting. Needless to say, it was an extremely difficult task to convince the handicapped boy that he had something to offer, but once he began exhibiting the tremendous strength and skill in his shoulders and arms, he not only won a great deal of admiration from the other children, but he began to feel that he was important as an individual.

With regard to the second basic need, that of personal recognition, Thorpe feels that it is extremely important for an individual to feel that he is regarded as a person of worth and importance. This need was satisfied in the case of the one-legged weight-lifter.

Another outstanding example of the satisfaction of this need is the work which has been done with retarded children on the playgrounds of St. Louis. The children have been taught to do some very simple crafts such as weaving with looper clips or other projects within the limits of their abilities. When such a child views his completed project which, because of the very nature of its construction, is as good as anyone else can do, the smile that lights his face makes the recreation leaders feel that

they have accomplished something worthwhile. Further, the child not only experiences a great sense of accomplishment but feels that he is a person of worth and importance.

In selecting a project to fill this particular basic need for personal recognition, again, the guarantee of success in the activity for the handicapped child is essential. If the child attempts a project in which he has no opportunity to succeed, the failure will do a great deal of harm to a personality that already is under strain.

With regard to the third basic need, that for security, love and affection, it is on the playground that the child often has his first contact with people other than those in his immediate family. He, very naturally, receives love and affection from his immediate family, but in many cases is unable to find the type of attention that he needs in any place other than the home. The very fact that a playground leader takes the time and effort to help the handicapped child gives the child this feeling of being liked by someone, a feeling of security. When a playground director gives him affection, the child reacts appreciatively.

For instance, one of the city swimming pools was made available to a group of blind children in St. Louis at a special time when no other children were in the pool. Supervision, of course, was provided and the blind children enjoyed their swimming to such an extent that their eagerness to get into the pool was wonderful to see. [See "Swimming for Handicapped Children," *RECREATION*, February 1955.]

Thus, with proper supervision, with a program geared not only to the interests but also to the abilities of the handicapped individual, the playground can help the handicapped to make a satisfactory adjustment, to satisfy basic needs in a way that contributes to physical, emotional, and social growth.

JOHN A. TURNER is superintendent of recreation in St. Louis, Missouri.

A New Trend in Playground Training Courses



Leonard Naab

Mr. Naab advocates a concentrated pre-season training program that is fun for the leaders (and their families!) as well as instructive. Several communities—Lexington, Kentucky, for example—have used a similar plan successfully. Why not vary your usual training program this year, and try something like this?

FOR SEVERAL years we have heard comments concerning the inadequate training given to playground leaders. There has also been a great deal of confusion as to whether or not leaders should be paid during the training period. A recent poll revealed that most communities pay their leaders during the training sessions, but do so only because many of them will not attend if they are not paid. Many communities, however, lack funds to pay for training; consequently, their leaders are starting without adequate knowledge of what is required of them, what to do, and where to begin.

Most communities must rely upon college students and teachers for their leadership and, in many cases, these leaders are not skilled in the normal playground activities. Many of them are good teachers, but, unless they have the ability to teach recreation skills, the program may die. The taxpayer is constantly watching these leaders and, if they fail to produce a constructive program, the blame will ultimately fall upon the administrators of that program.

The recreation leader must have the spirit of recreation in his heart to make a playground program successful. He can be your best means of advertising and your most staunch supporter, but an inadequately trained leader can also hinder your program. Many of us are familiar with the older leaders' alibis for not attending summer training institutes, but isn't it because there is no incentive for them to attend? Much of the material used in the training course

must be repeated for the new leaders, but our training programs are essentially the same year after year. We can hardly justify paying these older leaders just to "sit through" this training period, so our problem is to make them want to attend and to share in the training of the new leaders.

If you and your family were offered an opportunity for a week's vacation with all expenses paid, you would probably be eager to accept, especially if there was an opportunity for excellent recreation activities. However, you wouldn't really expect to be paid for taking this vacation, and we are sure your leaders will feel the same way.

Our recreation commission in Hutchinson, Kansas, does not pay its leaders during the training institute, which is held at camp, but does pay all of the expenses. By so doing, the commission saves at least one third the amount spent to train its playground leaders and at the same time develops a leadership spirit that could not be duplicated in the conventional training course.

The institute is open to anyone who wishes to attend, but out-of-town leaders must pay the basic cost for camp fee, food, and materials. The institute is usually held at a private or public camp which offers many natural recreation opportunities. Married leaders are invited to bring their families and are given cabin facilities for lodging. Cots and mattresses are furnished by the camp. It is at this camp that leaders eat, sleep, talk, and practice recreation activities for one week.

The leaders are required to stay in camp and attend all lectures, demonstrations, and other phases of the training program. The institute is based on

learning by doing, so they are kept busy with a variety of activities. They must: complete sample projects in all arts and crafts that are to be used during the summer program; learn the rules of all activities, enter each activity that can be run on a tournament basis, and draw up and conduct one of the tournaments; teach simple playground games; and participate in activities involving music, drama, art and nature.

It is vitally important that a schedule be maintained throughout a training institute, although some changes may be made because of the weather. Promptness by the entire group is a must at meals and demonstrations. It is a good public-relation policy to invite local specialists to talk to your leaders. We usually hold these informal lectures near the lake where everyone can be relaxed and comfortable.

You are no doubt wondering what happens to the wives and children during the camp period. In many cases the family works with the group activity and the children serve as "guinea pigs" for the playground instructors. All those attending are assigned daily chores necessary to camp operation.

Outside groups sending leaders usually hold their own lectures on playground policies and procedures, although experts are brought in to assist communities with specific problems.

The surest way to know your leaders is to live with them for a week in camp. You can't hide or fake personality and ability in such a situation. You can immediately spot your weak links and can take necessary steps to strengthen the chain.

Your leaders leave the camp tired but refreshed, and have a feeling of assurance that they are fully trained and ready to go. This small investment pays off bigger dividends in better programs through better leaders.

LEONARD NAAB is the superintendent of recreation in Hutchinson, Kansas.

How To Do It! *by Frank A. Staples*

EGG DECORATING

MATERIALS

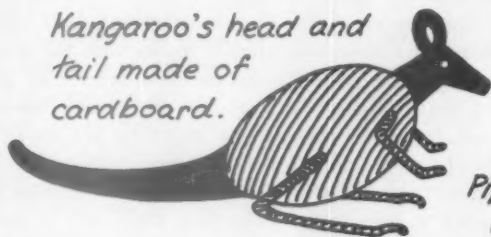
Eggs - Dye - Bowl -
India Ink or Water Color -
Large Needle - Glue -
Paper - Cloth - Net - Thread -
Yarn - Felt - Feathers -
Sequins - Pipe Cleaners.

TO MAKE

1. Blow egg -

Warm egg, then punch small hole with needle in one end and little larger hole in the other end. Blow through small hole.

Kangaroo's head and tail made of cardboard.



2. Color with dye or water color.
3. Glue on fins, bills, legs, wings, etc.
4. Draw faces and details with india ink or water color.

Pipe cleaners used for legs of birds and kangaroo.



Ears are cardboard. Tie is cloth. Hair, face are painted.



All painted except the cloth bow hat.



Bill, wings, tail, feet are felt

Cloth bow. Head small rubber ball.

Decorated egg may be set on base made from small paper cup or glued to heavy cardboard flat base or hung by a black thread. Decorate the base appropriately.

OUTDOOR SWIMMING POOLS-Part 4

Pool Construction Factors

George D. Butler

(Continued from March issue)

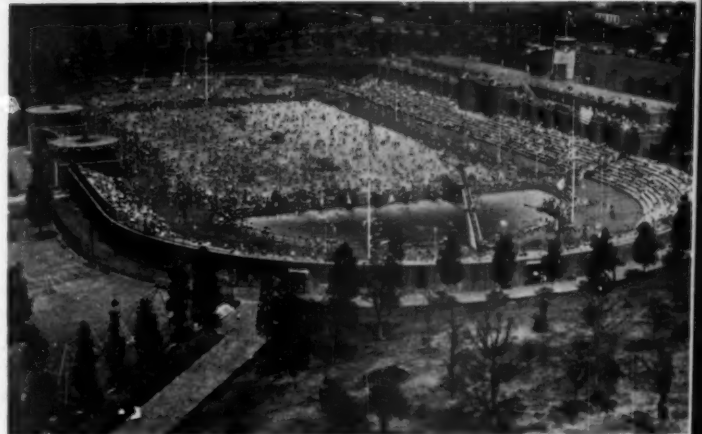
Pool Markings. Markings are essential for safety and to facilitate pool activities. Depth markings are commonly placed on the top of the pool coping or on the deck, where they may be seen by persons approaching the pool, and on the pool wall above the overflow gutters, where swimmers may see them. If set in colored tile or other material they are relatively permanent; otherwise they must be repainted periodically. Three-, five-, and ten-foot depths should *always* be indicated, but markings showing one-foot intervals are often desirable. Letters should be large enough to be read easily and in contrasting color to the pool coping or side wall. The words "shallow" and "deep" should also appear at the respective ends of the pool. The outlet should be plainly marked by a dark circle unless the grating is of a conspicuous coloring.

Every pool in which races are likely to be held should have swimming lanes marked on the bottom, preferably in a contrasting color, either set in tile or of the same material as the pool lining. The lines, ten inches wide, indicate the center of the lanes, which should be seven feet in width. They should start four feet from one end of the pool and terminate four feet from the other end, with a one-foot cross-mark seven feet from each end of the pool.

Anchor Eyelets. Safety lines to separate the shallow and deep areas are needed at almost every pool, and racing lane markers at pools used for competitive swimming. Anchor eyelets for these lines should be installed when the pool is built, set flush with its wall so as not to obstruct the swimming area, and have a noncorrosive metal finish.

Fencing. All outdoor public pools should be completely enclosed so that only bathers have access to the pool. Galvanized woven-wire fencing is commonly used. One of its advantages is that it does not seriously obstruct the view of people passing by or of spectators at pool events. In case prevailing cool winds would interfere with bathers' comfort and thus affect attendance, a fence of solid material is desirable, at least around part of the pool area. Materials used, in addition to masonry or board fencing, include reinforced glass, canvas, or vines on woven wire, a dense hedge,

Mr. Butler is director of the NRA Research Department and is currently chairman of the Swimming Pool Study Committee of the Conference for National Cooperation in Aquatics.



Popularity of Astoria Park Pool, New York City, is clearly indicated. Note separate diving, swimming, and wading units and the ample space provided for spectators and sunbathers.

or rustic wooden fence. As previously mentioned, fencing should be used to separate the pool area from a section set aside for spectators or a turf or sand sunning area for bathers. Adequate gates must be provided in the pool fence so as to permit the entry of trucks and large equipment.

Water Recirculation and Purification

As water is the most important element in the operation and use of a swimming pool, provision and maintenance in the pool of an adequate supply of *pure* water is therefore most important. The requirements of the state department of health are among the many factors which determine the specific equipment to be installed at any particular pool in order that the water may be kept in a satisfactory condition at all times. Because of the many technical problems involved in the selection and installation of this equipment, employment of an experienced pool designer is recommended highly. Opinions differ with respect to water recirculation and purification methods, but a few widely accepted principles are mentioned below. Much printed material containing detailed information on technical aspects of this subject is available and merits careful study. (Some are listed at end of this article.)

The bathing capacity of a pool is limited not only by the surface area but by the water volume and amount of clean water added, both fresh and recirculated. Many states and the Joint Committee on Bathing Places* specify that the total

* Of the American Public Health Association and the State Sanitary Engineers.



This fan-shaped pool, 75 feet long with a separate wading pool, adjoins building serving as both bathhouse and community recreation center. Pool designed by Charles M. Graves.

number of bathers using a pool during any period shall not exceed twenty persons for each one thousand gallons of clean water added during that period. Where disinfection is not continuous, the number of persons using the pool between disinfections should not exceed seven for each one thousand gallons. These conditions are usually met in pools with a complete water turnover period of eight to twelve hours; in such cases the surface area rather than the water supply limits the bathing load. As a rule, all new pools designed for public or community use should be provided with a recirculation system.

The Recirculation System. This is the system of piping which brings the water supply to the pool, including the equipment necessary to purify or heat the water before it enters the pool; also the piping that carries the water from the pool to the sewer or back to the equipment that purifies it again before it is returned to the pool. It commonly consists of the pumps, filters, water heater, hair catcher, chlorinator, suction cleaner, and the pipe connections to the water supply, the pool inlets and outlets. With this system, water is continuously drawn from the pool, passed through filters and other purification equipment and then returned to the pool. Fresh water must be added only to replace that lost through evaporation or through overflows which drain to the sewer. In many, a "closed system" is used in which water splashed into the overflow gutters is returned to the filters. Because little fresh water must be added, a minimum of heat is needed to keep the water at the proper temperature—in fact, difficulty is sometimes experienced, especially in large shallow pools, in keeping the water cool enough.

Inlets and Outlets. The objectives to be achieved in locating the inlets through which clean water is brought into the pool are (1) to provide a uniform circulation of water and distribution of chlorine or other chemicals throughout the pool so as to avoid "dead spots" in the pool and (2) to facilitate the removal of dirt, foreign, and suspended matter in the pool by causing it to move toward the outlet. The pool outlet, on the other hand, located at the deepest point in the pool, should be designed to drain the pool promptly, carry off sediment effectively and yet avoid the creation of hazardous suction currents.

The Joint Committee on Bathing Places has made recommendations as to the location and spacing of both inlets

and outlets at pools of various types and sizes. Orifices with individual gate valves have been designed specifically for pool inlets; they can be adjusted so as to vary the quantity and direction of the flow at different parts of the pool. Inlets should be submerged so that as the chlorine rises to the surface the water is sterilized. Except in small pools, inlets should be placed at intervals around the entire perimeter. In several instances where they have been placed at the shallow end only, the results have not been satisfactory. The installation of self-cleaning injection jets in some pools has eliminated the need for any vacuum system.

Outlets should be sufficiently large to drain the pool completely in four hours or less. To accomplish this satisfactorily multiple outlets are often required. The area of the outlet is usually four times that of the discharge pipe, in order to reduce suction currents. The outlet cover should be non-removable by bathers; the anti-vortex type facilitates removal of sediment from the pool floor and prevents the formation of hazardous water currents. The color of the outlets should be in contrast to that of the pool bottom.

Filters. The average water supply does not have sufficient clarity to make it suitable for swimming pool use until it has been filtered. Pool water that is recirculated before being returned to the pool must also pass through a filter which removes the suspended matter and a portion of the bacteria. Filtration, unlike chlorination, is a mechanical process. Filters and pumps should be large enough to recirculate the entire contents of the pool in eight hours or less, according to most authorities.

Two types of filters are in common use: the pressure sand filter and the diatomaceous earth filter. In the former the water passes through a filter bed of sand under pressure; in the latter, through a cake of diatomaceous earth (the skeletal remains of tiny organisms in geological deposits) supported on filter elements. As compared to sand filters, the diatomite filters are a comparatively new development as far as swimming pools are concerned, but they have been installed at a large number of pools in the last few years. Many pool designers and operators enthusiastically recommend this type.

Advantages claimed for the diatomite filters are:

1. They are compact units, requiring only a fraction of the space needed by a sand filter.
2. The initial installation cost is comparatively low.
3. Clarity of the effluent is high and is not affected by marked variation in filtration rates.
4. Quality of water is not affected by excessive head losses.

On the other hand, some claim that the sand filter is simpler to operate, whereas the diatomite filter requires the services of a skilled operator. The sand filter gives dependable service and is reported to be especially effective in treating water high in turbidity. Super-chlorination is easier, one authority claims, with a sand filter than with the other type. Studies have revealed that inadequate backwashing was evident with diatomaceous earth filters and that they seemed liable to corrosion because of galvanic action.

In summarizing a review of research on swimming pool

filters in *Public Health Reports* for August, 1954, Eugene L. Lehr and Charles C. Johnson of the U. S. Public Health Service stated: "Though diatomite filters are gaining in popularity, there are those who feel these filters still need to pass the test of time before they can be given full acceptance on a par with other proved types of swimming pool filters."

Disinfection. Pool water must be continuously treated with chemicals in order that it be kept free from bacteria and safe for use. Chlorine is generally considered to come nearest to having the qualities considered ideal for a disinfecting agent for swimming pool waters. It is also the only disinfectant which has been approved by all state health departments for use in treating bathing waters. The addition of chlorine by means of suitable apparatus is therefore the most widely used and satisfactory method of disinfecting pool water, although other materials are sometimes used, such as bromine, HTH, and others.

Chlorine makes possible not only the disinfection of the entire body of water in the pool, but also maintenance at all times of a chlorine residual that counteracts contamination introduced by persons using the pool. The dosage can be varied by the use of proper chlorinating apparatus to compensate for changes in the bathing load. Chlorine can be applied in different forms, which require different types of equipment and which may necessitate the application of additional chemicals. Experience seems to indicate that better results are obtained when chlorine is added ahead of pool filters. As previously stated, chlorine and chlorine equipment should be placed in a separate room which is reasonably gas-tight and if the room is below ground level it should have mechanical ventilation, since chlorine gas is heavier than air.

Other Equipment

Space permits only a brief discussion of several important types of pool equipment.

Diving Boards. Since diving is one of the most popular pool activities boards should be installed at all except shallow neighborhood pools. One-meter boards are most widely used, but most pools also have a three-meter board. Higher diving platforms are usually installed only at Olympic-size pools or at pools intended especially for official competition. Installation of boards which comply with A.A.U. or N.C.A.A. specifications (fourteen feet long and twenty inches wide) is desirable and assures safe, tested equipment. Laminated wooden boards have long been used, but aluminum boards are gaining in popularity because of their durability and performance. At pools where competitive swimming events are likely to be held, it is suggested that boards be installed so they may be swung up out of the way in case they are located where they would interfere with contestants or officials.

Accidents are caused at some pools because diving boards are too close to one another or to the sides of the pool. It is proposed that wherever possible one-meter boards should be at least fourteen feet from another board or a parallel pool wall, and that at least sixteen feet be allowed in the case of three-meter boards.



What NOT to do! Features of this pool to be avoided include irregular slope, narrow decks, lights strung up over the pool, too close proximity to a dusty road, and apparatus in pool.

Lighting. The installation of lights at a pool makes possible a longer period of operation and enables it to serve a larger number of people. Lights are of three types: underwater, overhead, and spot; and each type serves a different purpose.

Underwater lighting is primarily to enable people to participate in activities in the pool with safety after dark. It also affords better vision under water for the lifeguards and enables spectators to see and enjoy evening activities. Underwater lights should be adequate in number and intensity to illuminate the entire interior of the pool and eliminate dark areas which become potential danger spots, even in shallow water. Overlapping of lighted areas may be accomplished by placing the lights in staggered positions along the pool wall. Lights, even though flush with the wall, should be far enough below the water surface so swimmers do not come in forceful contact with them. "Wet niche" type of installation is preferred by many. Provision should be made for turning off the lights at the pool ends during swimming meets. Maintenance of underwater lighting equipment is facilitated by construction of a tunnel under the deck around the pool wall, which also affords access to the pool plumbing.

Overhead lighting is needed at all pools to be used after dark. It is primarily for the safety of the people on the pool decks and the adjoining areas, but it does not always assure proper illumination of the pool itself. At pools to be used for competition, the lights must be adequate so that officials can read their watches and record the results. Floodlights are usually attached to high poles erected at intervals around the pool outside the deck. Lights should not overhang the pool as bulbs might fall into it and insects attracted to the light would drop into the water.

Unlike underwater and overhead floodlights, which are designed to afford general illumination, spotlights are special equipment and are installed at comparatively few pools. They are effective, however, when used in connection with water pageants or other special pool events. If electric outlets are provided at suitable locations, spots may be installed temporarily on special occasions. Outlets are also useful for a public address system, radio, reading lights, and other equipment.

Others. Many other types of equipment and supplies are required in order to operate a pool successfully. Some, like the drinking fountain, clock, public address system, and bul-



Equipment shown in this view of Hollywoodland Girls Camp Pool, 82½ by 42 feet, includes filters, lights, diving boards and platforms, lifeguard chair and clearly seen line markers.

letin board, are for the comfort or convenience of the bathers. Lifeguard chairs or towers, ring buoys, safety poles, and first aid kit contribute to bathers' safety. Kickboards, starting platform, float lane markers, scoreboard, and water polo goals are used for pool activities. Vacuum cleaner, brushes, water testing set, thermometer, and office supplies and equipment are important maintenance items. The specific needs of a pool depend upon its size, type, and program.

Income and Operating Costs

Most communities considering the construction of a pool are interested in knowing whether or not it is likely to yield sufficient revenue to meet the cost of operating and maintaining it. Experience indicates that a pool of good design, well located, and efficiently operated can be expected to produce income enough to pay the current costs, if rates are properly adjusted to accomplish this. In many cities, however, no attempt is made to break even; children are given free use of the pools during certain periods, no charge is made for swimming classes, and the admission fees are nominal only. In such cases the city absorbs the net cost in its recreation or park budget.

The 1954 study of outdoor swimming pools conducted by the Conference for National Cooperation in Aquatics showed that for a group of ninety-one pools of different types, sizes, and locations, fifty-six were operated at a loss, four broke even, and thirty-one yielded a profit. At only two pools out of twenty-one with less than 6,000 square feet of water area did income exceed operating costs. There was very little difference, however, between the average annual cost and the average income for all pool groups above 6,000 square feet except for the oversize pools. For the group as a whole, the ratio between cost and income did not differ greatly from that revealed in a 1940 study when the average cost of operating 555 pools exceeded by about twenty per cent the average income per pool.

Admission fees for children are usually ten or fifteen cents, although a few pools may require a fee as high as twenty-five cents. Fees for adults generally vary from twenty-five to fifty cents, with an average nearer the lower

figure. An intermediate fee is charged in many cities for juniors—usually boys and girls of secondary school age. At some pools season tickets for an individual or for a family are sold at a rate that greatly reduces the cost per swim if the pool is used frequently.

Important Considerations

A few final suggestions as to procedure for any community or group considering the construction of a pool are:

1. Visit several communities with pools, preferably while they are in operation, and learn about their good features and the errors in design and construction by talking with the people who operate and use them.
2. Secure and study thoroughly the best available printed material with reference to pool design, construction, operation, and use.
3. Get in touch with your local and state health departments to learn of any regulations relating to swimming pools.
4. Enlist the advice of individuals experienced as participants or teachers of aquatic activities in determining the major and secondary uses the proposed pool should serve and the type and size of pool that will best serve them.
5. Secure the services of a competent, experienced pool designer to plan your pool and review his plans in the light of the best material relating to pool standards before approving them. Preparation of a check list of items that need to be considered and equipment that needs to be provided facilitates this procedure.
6. Develop and secure approval for a plan for financing, operating and maintaining the pool before your contract to build one.
7. Make certain that proper specifications are prepared for construction and equipment and that workmanship and materials are guaranteed.
8. Provide for continuous inspection of all work as construction progresses to make sure that it meets specifications and will be satisfactory when completed.
9. Arrange for a program of public information which will assure the people you are preparing a pool where they can swim for fun, health, and safety.

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* * * * *

Valuable information on pool standards and water purification methods may be secured from the health departments in a number of states, such as Illinois, Ohio, New York and Texas.

Catalogues of pool equipment and information on pool construction are obtainable from a number of companies manufacturing pool material and equipment, a list of which appears in *Swimming Pool Data and Reference Annual*. The same publication includes a list of pool designers, several of whom have issued valuable literature relating to pool design and construction.

Articles on the design, construction, and operation of swimming pools appear from time to time in such magazines as *Beach and Pool* (New York), *RECREATION* (New York), *Parks and Recreation* (Aurora, Illinois) and occasionally in *Park Maintenance* (Appleton, Wisconsin), *The American City* (New York), *Architectural Record* (New York), and the *Journal of Health, Physical Education, and Recreation* (Washington, D. C.).

Prevention of Water Accidents

The drowning rate per population in the United States has been cut in half in the past forty years, despite the fact that the number of people using aquatic facilities has multiplied many times.

This remarkable accomplishment can be attributed to many factors—the primary one is doubtless the efforts made by the many organizations concerned with health, safety, and recreation.

Following the war, interest in swimming increased steadily, as it has to the present day. Many new pools are being added, not only by the YMCA and the YWCA, but also by boys' clubs, community centers, service clubs, schools and colleges, recreation departments, and other community groups.

While initially the efforts of the Red

Cross, and to some extent that of other organizations, had been primarily in lifesaving, it soon became apparent that a more basic need existed: to teach more people how to swim so aquatic accidents could be prevented. As a result, many organizations increased their educational efforts in this field.

Pools operated by municipal recreation and park departments are utilized not only for learn-to-swim programs but for training of lifeguards, instructors, and others.

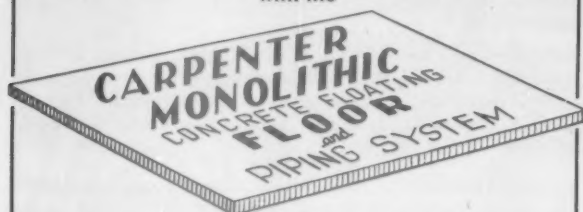
The need for water safety education exists in every community. Many persons who may not have an opportunity to participate in aquatics in their own community spend some time each year at beaches, pools, lakes, or streams—and are exposed to possible hazards.

Although the rate has been cut in half, drowning is still a major cause of accidental deaths. More than six thousand persons die from drowning each year—about half in swimming accidents and about half in other types, including a large percentage involving small craft.

Obviously, there is still much to be done. While formal teaching programs may not always be possible because of lack of facilities, much can be accomplished through widespread public education. Many organizations already carry on effective programs using demonstrations, posters, pamphlets, movies, and various other publicity media.

—From "Prevention of Water Accidents" by Richard L. Brown, *Public Health Reports*, June 1954.

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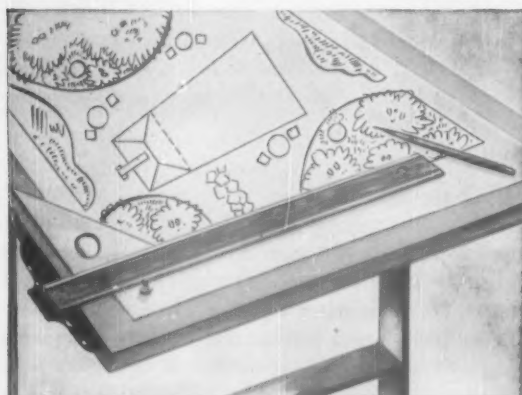
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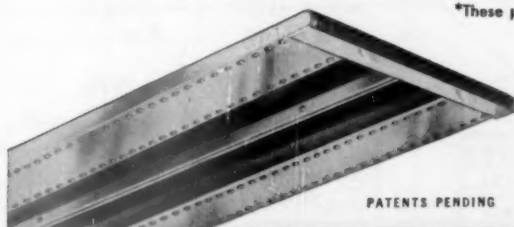
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Playground Equipment Boxes

Answers to the request in our December 1954 issue, for information on this subject.

Pottstown, Pennsylvania

In this community, the recreation commission operates several playgrounds which do not have enclosed shelters. Consequently, we have had to devise some means of safe storage for equipment and supplies.

Two types of boxes have been used. The first is made of wood, and is actually a surplus Army Signal Corps field desk with compartments removed. These boxes are sturdy and large enough to hold a considerable amount of equipment. Two hasps and padlocks are used to secure each box, and the box is anchored. The second box is about the same size as the wooden box, but is made of 1/8-inch steel-sheet, welded together. One long side is hinged (the hinges are on the inside of the box) and is secured with two hasps and padlocks. This type of box is much heavier, but also considerably more secure, than the wooden box.

If the boxes are not kept under a roof, it is wise to use some method of waterproofing. Roofing paper can be used to cover the wooden boxes. With the metal box, we use a sheet of plastic material inside the box, covering the supplies.—ROBERT REIS, *Director of Recreation*.

Prince Georges County, Maryland

Here are two types of playground equipment boxes (Illustration 1) that have been used on our playgrounds which do not have any other types of storage facilities. I hope that they may be of some help to those who are having the same problem we had several years ago.—HERBERT RATHNER, *Area Supervisor, Recreation Board*.

Arlington, Massachusetts

The park and recreation department

have used war-surplus metal boxes for a number of years and have found them to be extremely satisfactory. The boxes are 50 by 30 by 14 inches in size, and are priced at approximately five dollars. We recently purchased some larger, wooden war-surplus ammunition stor-

age boxes but, although these are adequate, we have found the metal ones more satisfactory. We attach a lock to each box and leave them on the playground throughout the summer season.—SALLY A. RANDALL, *Supervisor of Girls' and Women's Activities*.

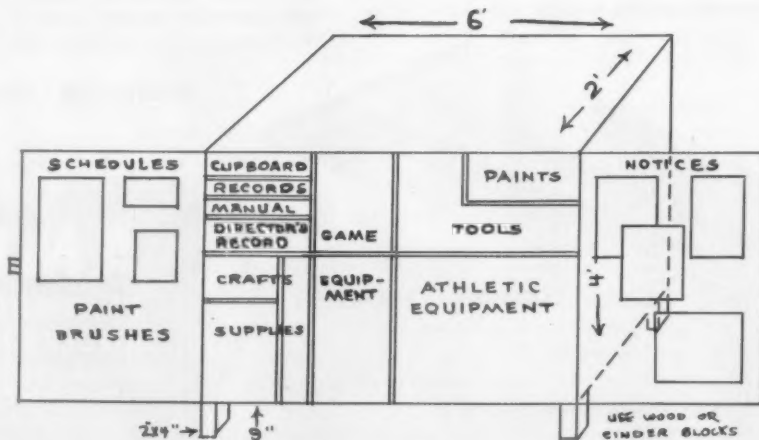
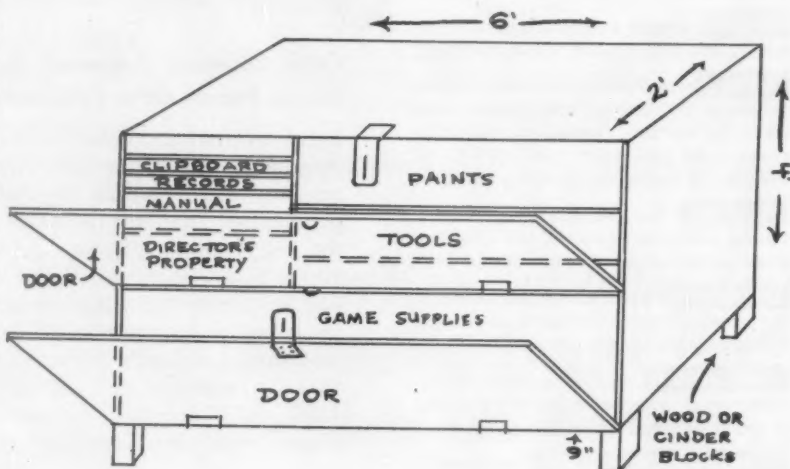


Illustration 1

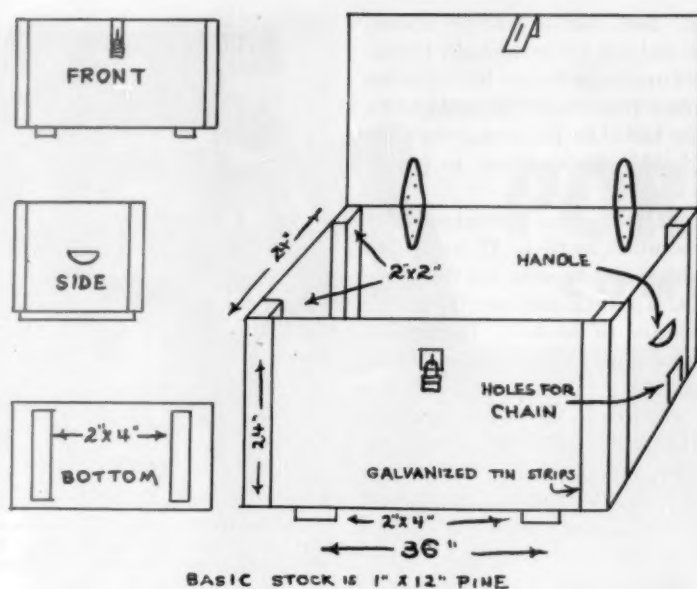


Illustration II

Emporia, Kansas

This box (Illustration II) will hold all normal playground equipment such as croquet, playground balls, bats, nets, paddles, checkers, limited craft supplies, and so on. We bolt all hinges from the inside and nail galvanized tin strips on all corners for added protection. Putting galvanized tin over the lid of the box makes it suitable for leaving outdoors during all kinds of weather.

We try wherever possible, when shelter houses were not available, to leave the equipment box on a neighbor's porch or in their garage. If this is impossible, this particular box could be chained to a large tree or some piece of permanent equipment—JAMES A. PETERSON, *Superintendent of Recreation*.

Great Lakes District

Here is a sketch (Illustration III) of a playground box used for a number of years. Instead of storing equipment in a school building we found that a box in the playground served the whole school in a much better way. We also used the boxes in isolated parks.

Over a five-year period we did not have a single instance of youngsters breaking into them. We found that we could nip this in the bud by having a checkout system. Youngsters who

wanted to borrow a ball for overnight or over a week-end could do so by just asking. As this was generally known, the reason for breaking in was gone.

Eight of these boxes were scattered around at schools and parks. They were made out of tongue-and-groove siding with a good frame of 2-by-4 lumber. The hasp was bolted on and well braced,

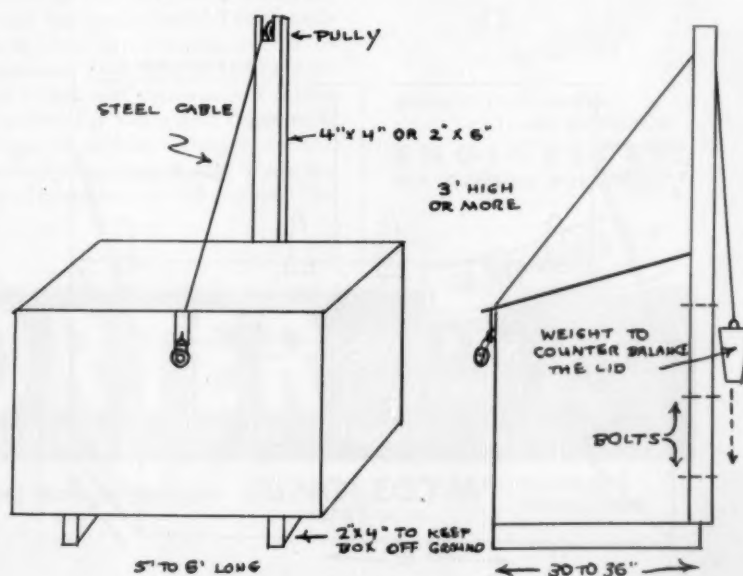


Illustration III

with the threads scored so nuts wouldn't come off. We painted them a pleasing color both inside and out to further insure their being watertight (at least two coats of paint). The box is heavy enough so it can't be turned over easily.

The inside may be partitioned to suit equipment to be stored. We always kept an inventory sheet on the lid which was easily read when the lid was up; and the leader could check contents quickly before closing at the end of a period or session. When the season was over, three or four of our men loaded the boxes on a truck and stored them.—JOHN COLLIER, *Great Lakes District Representative, National Recreation Association*.

Carlinville, Illinois

We use casket packing boxes on our playgrounds. If they are stood on end with hinges put on the lid, they look like an outdoor closet. Paint can give them an attractive appearance. They are about the size of a telephone booth and they cost about fifteen dollars—unless you have a cooperative funeral parlor director.—MARVIN S. WEISS, *Superintendent of Recreation and Parks*.

Cincinnati, Ohio

For the last ten years, we have used equipment boxes on five playgrounds.

During these years we have done much experimenting. We now have developed a standard box which fits our needs (*Illustration IV*).

The size has been determined by the size of the truck used in transporting the boxes. The inside measurements are 3 by 3 by 8 feet. They are placed on rollers or dolly casters and weigh about 500 pounds. The rollers make for easier movement of the box and give the necessary elevation from the ground. The reason for the weight is to prevent vandals from moving it. In addition, where possible, we chain the box to a pole or fence to prevent further vandalism. Four men are to handle the box.

We make our own boxes; materials cost approximately forty-five dollars with total cost about one hundred dollars depending upon the number of boxes made. The wood used in making the box is a tongue-and-groove siding of 1- by 6-inch yellow pine, with necessary frame of 2-by-2 lumber. Life of these boxes is ten years, with minor repairs made yearly (such as replacing hinges, locks, board, and so on). After ten years, the box needs over all repairing at approximately one-half the initial cost.

The box and lid, or sometimes just the lid, are covered with twenty-two-gauge galvanized sheet metal. The metal is painted for better appearance. The lid is in two sections for easier manipu-

lation. Each half is held by a strap hinge, and lids are individually locked. The lid overhangs the box by 1½ inches to protect from rain. The metal covering one half of the lid overlaps the other half by 1½ inches, again to protect from rain.

Inside, the box has a board on either side on which an 18- by 12- by 36-inch movable craft box rests. On the opposite side is a partitioned area for storage of chlorine (if needed). The remaining area is used for all necessary play equipment.

In addition to the above, there are holes drilled on either side so that volleyball and paddle tennis standards may be slid into the box and then locked inside for security. The height of these holes in the box is determined by the size of the base of these standards.—
HERB A. DAVIS, Superintendent, Public Recreation Commission.

Sioux City, Iowa

Five years ago our department of public recreation solved its problem of equipment storage on playgrounds where no permanent storage facilities were available. We built eight upright sheds with slanting metal-covered roofs, two 16- by 70-inch front doors, and four shelves in each. These were constructed by a local lumber yard at a total cost of approximately seventy dollars per shed. Each is 6 feet 4 inches high in front and



Sheds can be moved by a truck, are set between posts to prevent tipping. Each shelf is designed for certain equipment.

5 feet 9 inches high in back, 38 inches deep, and 52 inches wide. All hasps and hinges are bolted and the ends of the carriage bolts are riveted. Some of the sheds have one hasp and some two, for locking purposes. Each is mounted on a 4- by 8-inch skid-type runner and has a floor made of 1½-inch material. These sheds may be moved easily on a truck. They are taken to the grounds each summer and fastened to two wooden posts to prevent their being tipped over. The shelves are spaced: first, 38 inches from the floor; second, 12 inches above the first; third, 12 inches above the second; fourth, 15 inches above the third. Shelves are 20 inches wide, leaving 15 inches from shelf edge to door opening.

There are many advantages to these sheds over the old boxes previously used. Each shelf is designated for certain equipment so it is easy to keep it sorted; the pails, and so on, are kept on the floor, and the space between the edges of the shelves and the door is adequate for the rakes, shovels, brooms and taller equipment. The inside of the shed may be kept in good order at all times and equipment is easy to find. Bulletin boards may be posted on the end or back of the shed.

All of our sheds are now five years old, still in excellent repair, and should easily last another five to ten years. We would be glad to send complete specifications to anyone requesting them.—
CHARLES A. KREMENAK, Director of Recreation.

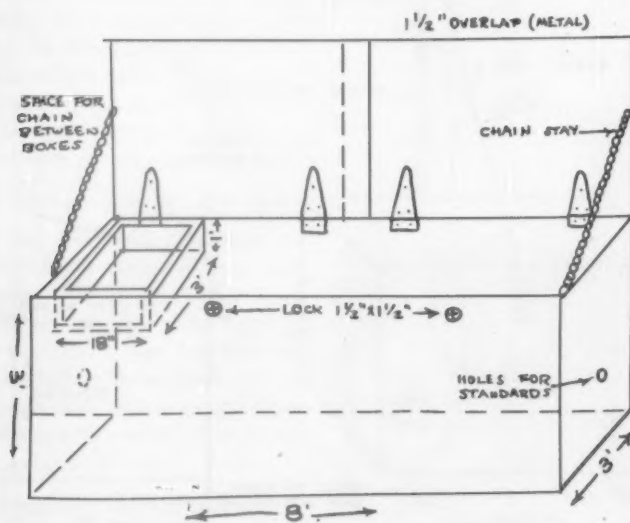


Illustration IV

FOR LIMITED
Playground
AREAS

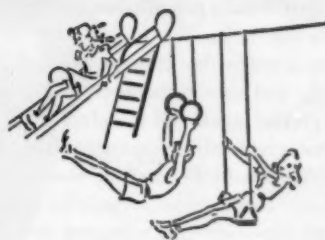
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Rural Playgrounds Within a Year

William R. Seirup

MANY RECREATION departments operate more than sixteen playgrounds, other departments have high hopes of someday expanding and developing that number.

Three years ago a small community in Hempfield Township, the largest township in Pennsylvania, organized a playground committee. This committee raised money by various means to purchase playground equipment. It also employed a supervisor for a few hours per day; however, because of the high leadership expense, the committee appealed to the school board for aid. During the following playground season, the school board provided one director for the playground. Other community groups in the township began querying the school board regarding recreation for the whole township, such as was being conducted in the neighboring cities of Jeannette and Greensburg.

The school board, in November 1953, after investigating the possibilities and discovering that local people desired recreation, employed a full-time, professionally-trained, recreation director and requested the township supervisors to appoint a recreation commission according to Pennsylvania law. This was done.

For six months the director devoted his entire time to organizing and meeting with township recreation groups; and the ground work and foundation for a program developed. One might believe that organizing these small groups would be practically impossible; however, it was discovered that it is no harder than organizing a local church group. The following procedure was used and is strongly recommended. First, a meeting on recreation in general was called for all persons residing in the township. It was announced by newspapers, radio, personal contacts, and notes taken home by school children. As each person entered the meeting he was given a card to be filled out with his name, address, phone number, and local area. The cards were collected by the recreation director and, after arranging by areas, these people became his contacts.

He made appointments to meet with these persons in each area to discuss the philosophy of recreation generally. A date was set for another meeting at which time the contact people would arrange the meeting place and see that the local residents were present. The director would speak on "Playgrounds and Recreation in Your Area."

Attendance was excellent. Upon completion of his talk, in each case, a vote was taken for or against recreation for

that area. Almost all groups voted "Yes." Tentative officers were elected and began to make plans with their groups.

This procedure sounds smooth on paper but, as in anything new, we had our problems. Some of the communities didn't have any clubs or organizations; in some cases neighbors didn't even speak to each other. However, the philosophy of pitching in together to develop a playground for their children has broken the ice, and many an old feud between families no longer exists. Some of the recreation committees have already enlarged to become civic associations. In other areas a local group such as parent-teachers, garden club, or firemen's group formed the nucleus for organizing a playground; but already, owing to expanding interest and expenses to be met, the local playground has incorporated the help of all residents.

In this particular township-wide recreation program, the school board appropriated \$25,000 to be used for qualified personnel only. The recreation commission recommended the playground personnel to the school board.

Each local playground group was required to raise funds, purchase or lease land for the playground, purchase facilities and equipment. The recreation commission assisted them whenever requested. Bulletins on the following subjects were prepared and sent to all local groups: Suggested Constitution for Local Recreation Councils; Ways and Means of Raising Money; Recommended Minimum Facilities and Equipment—Estimated Prices and Discounts; Playground Area and Space Requirements; Facts to Consider When Planning a Playground; Home-made, Inexpensive Equipment and Facilities; Insurance; First Aid Kit; Progress Reports.

It is interesting to note that we in Pennsylvania receive state aid. In this particular program the reimbursement factor is seventy-seven per cent. This means that the residents of the township pay, via school tax, approximately \$5,500 for the recreation program. The total summer playground attendance for the season was 67,103. Another interesting method of figuring is that if each child or grown-up who attended our playgrounds was charged eight cents per each session attended, of approximately two-and-one-half to three hours in length, the entire year-round recreation program costs would be met.

With these facts—along with the program and that part of the program which cannot be shown on paper, such as cooperation among communities, the child's happiness, attitude change, personality, and so on—one cannot help but recognize recreation offers tremendous values at low cost.

WILLIAM R. SEIRUP is the director of recreation and extension education for Hempfield Township, Pennsylvania.

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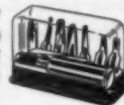
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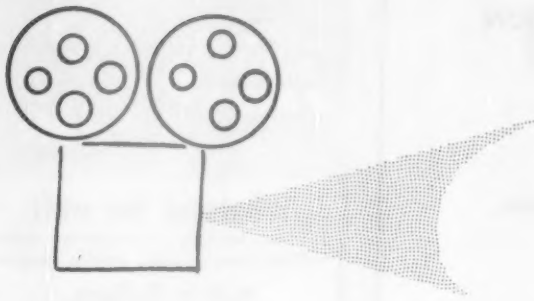
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Tools for EFFECTIVE LEARNING

Theodore R. Deppe

HOW CAN we best transmit new ideas, new inspiration, and new techniques to our recreation workers? How can we develop the maximum potentialities of each of our workers? How can our in-service training programs be made more real, effective, and significant? Those of us charged with these responsibilities face a tremendous challenge. It is not an easy task. It cannot be done in a slipshod manner.

All of us must be on the lookout for new ideas or techniques that will vitalize our in-service training programs. The proper use of audio-visual materials can do much in reaching this objective. Audio-visual materials have limitless possibilities; their use is restricted only by our lack of knowledge and skill in using them.

Much can be learned from those who have pioneered in the use of audio-visual materials in the fields of advertising, education, and business. The effective use of these by the Armed Forces and by industry during World War II did much to stimulate their use. Recreation administrators have only begun to explore the potential of these teaching aids. Perhaps, because of the lack of understanding of the proper use of these materials, many of us have been guilty of misusing them or not using them at all.

It must be recognized that audio-visual materials offer no cure-all for important in-service training programs. They are, however, tools which, when properly used, will contribute toward a more effective program. Some of the audio-visual aids available to us:

Still Pictures

The simplest of all audio-visual materials are still pictures. All departments, regardless of size, have access to magazines, newspaper clippings, catalogues, photographs, and so on; therefore a splendid collection of pictorial materials can be accumulated at very little expense. It is wise to keep these pictures in manila folders until a use can be found for them.

THEODORE R. DEPPE is assistant professor of recreation at Indiana University, Bloomington, Indiana.

The mounting and filing of still pictures are highly desirable and provide for more effective use. Cardboard or posterboard, cut in eight-and one-half- by eleven-inch pieces, makes an excellent backing for mounting. Cardboard in this size will fit into most standard files. The use of rubber cement or dry mount tissue (the latter can be obtained at most photographic shops) provides the best methods of mounting the pictures to the backing. In using dry mount tissue, a dry mount press or simply a flat iron can be used. This method, used for years by photographers for mounting photographic materials, assures the most permanent and professional job.

There are many ways that mounted pictures can be used in your training program. They can be displayed on a bulletin board or a peg board to give employees new ideas. The peg board, which is taking the visual-aids field by storm, is basically a sheet of composition or masonite board with holes punched all over it. Pegs (golf tees will work) are fitted into these holes, which in turn are used to support your mounted still pictures, pamphlets, and other objects desired for a display. The next time you go downtown shopping, notice the effectiveness of peg boards in displaying products and sales literature.

Sandpaper, felt, or flock paper can be glued on the back of the mounted picture so that it is possible to use the picture with the flannel or felt board in a demonstration talk before your employees.

In using still pictures before larger groups, problems are presented. If you hold the picture up in front of the group, as is often done, it is too small to be seen by those in the group. Passing the picture around creates confusion and loss of interest. This problem can be solved by placing the mounted picture in an opaque projector which projects it onto a screen. Another advantage of having the picture mounted is that the picture will not buckle, and the focus will be much sharper. With the picture projected onto the screen, all members of the group can focus their attention on the picture at once.

Many excellent pictures that cannot be removed from



Dr. Deppe employs flannel board during a demonstration to show students in training the proper layout of a playground.

books or magazines can be effectively used in a group by the use of the opaque projector. A book or magazine can be placed in the projector.

Protection of mounted pictures can be insured by the use of artist fixative, clear plastic spray, wallpaper lacquer, and so on. This covering will permit the cleaning of the surface and will protect it from moisture. Products of this type may be obtained from your local art, stationery, or paint store.

Posters

By merely adding hand or mechanical lettering to the mounted pictures, effective posters can be made. Posters, properly displayed, are attention-getters and are informational in nature. Their value in public relations is already recognized and used to a great extent by most departments.

You, no doubt, are familiar with various methods of producing posters. They vary from the simple poster made by adding lettering to still pictures to a more detailed photographic poster. Most recreation administrators can increase the quality and effectiveness of their posters by becoming familiar with the variety of lettering devices available on the market. There are approximately one hundred lettering methods used in the country today. They can be classified into several different types, such as: (1) stencils, (2) cut-out paper, (3) plastic, cardboard, and cork letters, (4) gummed back letters, (5) mechanical traced lettering, and (6) pasteup letters.*

Slides and Filmstrips

Slides and filmstrips, to a lesser extent, are used by many of the recreation leaders as training aids. Both provide excellent group participation opportunities if properly used. There are two types of slides available: the 2- by 2-inch photographic slide and the 3¼- by 4-inch lantern slide. Each can be easily and inexpensively made. Filmstrips are more costly and difficult to produce, but there are many sources available where filmstrips can be rented or purchased for

* The writer would be glad to give names and addresses of various companies handling lettering materials and equipment upon request.

a very reasonable amount. Projectors are available that will project both types of slides as well as filmstrips. If your department is not fortunate enough to have such a projector, you might get in touch with the public schools in your community. If you have maintained proper public relations with your school system (and you should), you no doubt will be able to borrow a projector.

Motion Pictures

Films should be taught, not merely shown. If properly utilized, motion pictures are one of our best motivation devices and are effective in furnishing information and forming desirable attitudes. Motion pictures, more than any other audio-visual material, have been misused. How often have you witnessed a film being shown with no particular purpose, no introduction of the film, faulty projection, and little, if any, follow up afterward.

In using films, the following suggestions should be followed for best results:

1. First, you should consider whether a film is the most effective medium available to accomplish the purpose desired.
2. Always preview the film before showing it to your employees.
3. Properly introduce the film; prepare the group for it. Discuss the purpose of the film and what to look for in it.
4. Seek to get the best possible projection of the film. Use properly trained operators. A smooth performance makes for the best possible use.
5. Provide for a definite follow up. The film might provoke an active discussion among employees. In some instances, a demonstration would be appropriate.

The film, like most audio-visual materials, is not self-teaching; a great deal of its effectiveness will be lost if the above suggestions are not followed.

Motion pictures are expensive to produce; however, many departments have produced films which are used for training purposes. By and large, most departments should consider the professional films available for use in their in-service training programs. Many state universities have audio-visual departments with extensive film libraries. The best and most complete film reference book is the *Educational Film Guide* published by the H. W. Wilson Company, 950 University Avenue, New York 52. The *Educator's Guide to Free Films*, published by the Educators Progress Service, Randolph, Wisconsin, is one of the best sources of free films. Both references are usually available in most of the public libraries.

There are many other facets in this broad field. Audio-visual materials provide a most fascinating and challenging attraction to those administrators concerned with training recreation leaders in service. The techniques mentioned and many more are available to us. Use them in training your leaders, but the important thing is: *use them properly.*

* * *

Visual Aids for the Public Service by Rachel Marshall Goetz (reviewed in RECREATION, March 1954, page 191) is a helpful manual covering when, why, and how to use visual aids effectively. Public Administration Service, 1313 East 60th Street, Chicago 37. Price \$3.25.

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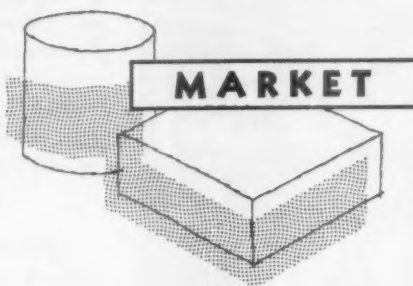
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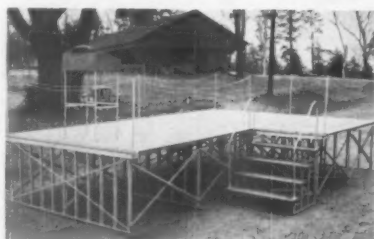
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Jiffon is the name of a new quick drying plastic enamel. This product eliminates the long drying time necessary with ordinary enamels. Any thing painted with it will be surface dry in ten minutes and ready for use in thirty minutes. It can be brushed, dipped or sprayed; and is recommended for wood, metal, leather and glass. Quik-Dri Products, Inc., 846 Farmington Avenue, West Hartford 7, Connecticut.

"Have a Hobby," a new short 16 mm color film, features a world in miniature that the entire family can help to

create. The film demonstrates how assembling plastic models of everything from early American housewares and antique autos to jet aircraft can establish a sense of joint accomplishment in the family. "Have a Hobby" also offers hints on caring for finished models and ideas for creating dramatic displays for the collection. The film is available from Monsanto Chemical Company's Plastics Division, Springfield, Mass.

A Heavy Duty Bulletin Board for all-around use has a genuine self-sealing cork face over sturdy fibre board base, and a handsome natural oak frame with metal wall hangers. It is available in two sizes: 18 by 28 inches and 24 by 36 inches. General Scientific Equipment Co., 2700 W. Huntingdon Street, Philadelphia 32, Pennsylvania.

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• A new compact, colorful thirty-two-page booklet showing almost two hundred athletic items—including several new ones—has been published by the W. J. Voit Rubber Corporation. See your local Voit dealer or write to the corporation, 2945 East 12th Street, Los Angeles 23, California.

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ALL ABOUT AIRCRAFT, D. M. Desoutter. John de Graff, Inc., 64 West 24th Street, New York 10. Pp. 470. \$5.00.

ALL IN FUN, George Frederick McKay. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 37. \$.75.

AMERICAN GIVER, THE, John Price Jones. Inter-River Press, 150 Nassau Street, New York 38. Pp. 119. \$2.50.

BASEBALL SCHOOLS AND CLINICS. American Baseball Congress, P.O. Box 44, Battle Creek, Michigan. Pp. 32. \$.60.

CAMP COUNSELING—Second Edition, A. Viola Mitchell and Ida B. Crawford. W. B. Saunders Company, West Washington Square, Philadelphia 5. Pp. 406. \$4.75.*

CARE FOR CHILDREN IN TROUBLE. Public Affairs Committee, 22 East 38th Street, New York 16. Pp. 28. \$.25.

CHARACTER EDUCATION GOALS FOR BOYS AND YOUTH, Clarence G. Moser. R. E. Somme, 30 Yale Street, Maplewood, New Jersey. Unpagged. \$.50.

CRAFTS FOR FUN, Evadna Kraus Perry. William Morrow and Company, 425

Fourth Avenue, New York 16. Pp. 278. \$4.00.

DOCTOR ANSWERS SOME PRACTICAL QUESTIONS ON MENSTRUATION, THE, Margaret Bell. American Association of Health, Physical Education & Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. Pp. 14. \$.35.

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS AND TRANSCRIPTIONS—First Edition. Educators Progress Service, Box 497, Randolph, Wisconsin. Pp. 144. \$4.75.

EVERYONE GROWS OLD. The Canadian Welfare Council, 245 Cooper Street, Ottawa 4, Canada. Pp. 10. \$.25.

EXECUTIVE'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS, THE. The American Baseball Congress, Youth Building, 115 West Street, Battle Creek, Michigan. Pp. 47. \$.75.

FILMS FOR PUBLIC LIBRARIES. American Library Association, 50 E. Huron Street, Chicago 11. Pp. 60. \$1.50.

GOLDEN BOOKS: ANIMALS OF THE PAST STAMPS; COWBOY STAMPS; GOLDEN STAMP BOOK OF MARCO POLO; GOLDEN STAMP BOOK OF NAPOLEON; GOLDEN PLAY BOOK OF PIRATE STAMPS; GOLDEN PLAY BOOK OF TRANSPORTATION STAMPS. Each, Pp. 48. \$.50. Simon & Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20.*

HISTORY OF ART, Jean Anne Vincent. Barnes & Noble, Inc., 105 Fifth Avenue, New York 3. Pp. 295. \$1.50.

HOW TO GET LAND FROM UNCLE SAM, Harry Kursh. W. W. Norton & Company, Inc., 105 Fifth Avenue, New York 3. Pp. 219. \$2.95.

HOW TO ORGANIZE A BASEBALL LEAGUE. Babe Ruth League, 524½ Hamilton Avenue, Trenton 9, New Jersey. Pp. 16. \$.30.

HOW TO USE HAND TOOLS. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 160. \$2.50.

HOW TO WORK WITH RAFFIA, Bibbi Jessen. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin. Pp. 57. \$1.00.

INDIVIDUAL AND TEAM SPORTS FOR WOMEN, Donna Mae Miller and Katherine L. Ley, Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 502. \$7.35.*

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

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JUNIOR NATURAL HISTORY. The American Museum of Natural History, Central Park West at 79th Street, New York 24. Pp. 21. \$15.

JUNIOR PLAYS FOR ALL OCCASIONS, Mildred Hark and Noel McQueen. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 576. \$4.00.

KURUN ROUND THE WORLD, Jacques-Yves le Toumelin. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 300. \$5.00.*

TEACHERS' MANUAL FOR GROWING YOUR WAY, Grace T. Hallock and Ross L. Allen. Ginn and Company, Statler Building, Boston 17. Pp. 175. \$1.04.*

WINDJAMMER MODELLING, Olive Monk. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 128. \$6.00.

WORKSHOP BOOK, THE, Martha Lincoln and Katharine Torrey. Houghton Mifflin Company, 2 Park Street, Boston 7. Pp. 214. \$5.00.*

Magazine Articles

BEACH AND POOL, *January 1955*
The New Rescue Tube, *George G. Morrison.*

Diatomite Filtration and Community Center Pools, *Eugene H. Howland.*
Choosing a Good Heating System for Your Pool, *W. O. Baker.*

February 1955
Design of a Modern Aquacenter, *Hugh M. McClure.*

The Water Level Deck Pool.
Water Safety in Your Aquatic Program, *Charles W. Abbott.*

THE GROUP, *February 1955*
The "It" Role in Children's Games, *Paul V. Gump and Brian Sutton-Smith.*

A Study of Peer Relationships, *Juanita M. Luck.*

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *January 1955*
Spotlight on the Dance, *Ellen Moore.*

February 1955
Make Your Own Indoor Golf Area, *Anthony E. Orlando.*

Saving Play Space, *James D. Delamater.*

PAL Playstreets for City Recreation, *Robert C. de Lellis.*

PARK MAINTENANCE, *February 1955*
Annual Swimming Pool Issue

PARKS AND RECREATION, *February 1955*
The Detroit Plan, *John J. Considine.*
22 Days of Christmas Pageant (Washington, D. C.)

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PUBLICATIONS

Covering the Leisure-time Field

Emotional Problems and What You Can Do About Them

William B. Terhune. William Morrow & Company, Inc., 425 Fourth Avenue, New York 16. Pp. 190. \$3.00.

The sub-title of this book, "First Aid to Wiser Living," might also be "First Aid to Wiser Leadership," for it discusses leadership qualities, practical techniques for the handling of specific problems and situations, ways of helping others—children, adolescents, and adults—through understanding of psychological development or of emergencies. Basic to good leadership, of course, is an understanding of people, and of ourselves.

With deep insight, and knowledge of areas of emotional disturbances, Dr. Terhune, who is associate clinical professor of psychiatry at the Yale School of Medicine and has been a pioneer in the field of personal and public mental hygiene, has drawn upon his wide experience to give an even emphasis to problems at all age levels.

ABC's of Camp Music

Janet E. Tobitt, Girl Scout Equipment Company, 155 East 44th Street, New York 17. Pp. 46. \$.75.

This forty-six-page booklet, while distributed through the Girl Scouts, is not written specifically for that one group. Its suggestions are excellent for any type of camp situation—and will also be very helpful for day-camp and playground leaders. It will help any leader who knows the importance of music activities but is not a trained musician. The illustrations by Elizabeth Ross are amusing and informal.

Miss Tobitt has given us a simple, practical and creative approach, illustrating her suggestions with specific examples. She has emphasized, also, the point that music cannot and should not be an isolated activity, but that it lends itself admirably to broaden and enrich other activities such as dancing, drama, nature, and handcraft—and she shows how to make this correlation.

Progression, too, is emphasized—the importance of providing more and better opportunities for interesting mu-

sic projects as the group and the leader increase in skill and interest.

This booklet will be useful in leadership training, and its remarkably low price makes it possible for every leader to have a copy. Highly recommended.

We have only two minor criticisms. The artwork on the cover does not conform to the best elements of design, and the bibliography could be improved.

A Playgroup Handbook for Parents and Leaders

Lovisa C. Wagoner. Olympic College Parent Education Program, Bremerton, Washington. Pp. 137. \$1.50.

This manual defines a playgroup, not as a kindergarten, or a child care center or a nursery school, but as "a carefully planned but informal arrangement for pre-school children to meet regularly, to enjoy each other, to learn from each other as they use the material and equipment provided. The cooperative playgroup is organized and administered by the parents of the children attending."

The book grew out of practical experience. For those departments and those leaders who are planning playgroups for pre-school children, and who are working to develop a cooperative plan with parents, it will be most helpful in many ways.

Songs Children Like: Folk Songs from Many Lands

Association for Childhood Education International, 1200 Fifteenth Street, NW, Washington 5, D. C. Pp. 48. \$1.00.

A charming and unusual collection of songs—surely children will like them. One wonders if anybody associated with children would want to be without such a wealth of material, most of it unfamiliar to American musicians, but singable and appealing. Friendly footnotes suggest wider use of the songs—to be accompanied by clapping hands or skipping to the chorus. In some instances directions for accompanying play are given. A song written by an eight year old boy and a Halloween bit composed by a third grade are followed

by the challenge, "Why not make up a song of your own?"

Songs from twenty nations include a delightful lullaby from Japan, a Spanish hymn, an Indonesian play song with quacking like a duck, and songs from Hawaii, China, and Latin America.

How to Help Folks Have Fun

Helen and Larry Eisenberg. Association Press, 291 Broadway, New York 7. Pp. 64. \$1.00.*

A gaily covered, pocket-size booklet on social recreation. Designed primarily as an "idea starter," it should be helpful to volunteer and amateur leaders who are faced with planning social programs for their groups. Also, it should be particularly helpful to church and rural leaders, parents, and to those who have not been trained in recreation or had a good deal of experience in planning social affairs, but who have to do it once in a while. For professional recreation leaders, it will serve as a "refresher," but will be found rather elementary.

Guide Lines for Group Leaders

Janet P. and Clyde E. Murray. Whiteside Press, Inc., 425 Fourth Avenue, New York 16. Pp. 224. \$3.95.*

Mr. and Mrs. Murray are writing out of a rich background of experience. Their book is easy to read and the authors have very effectively woven philosophy and down to earth psychology throughout. It should be especially helpful to volunteer leaders, professional students, and to those in beginner positions which include face to face leadership with groups.

The book helps to dispel some of the mystery, fears, and discouragements of group leaders and offers common-sense advice. The situations used as illustrations are very real, as the experiences of leaders are analyzed and discussed. Good and bad features of leadership, types of individuals and their problems are shown.

Human needs as seen by the authors are discussed warmly and include: the need to be loved; acceptance; recognition; belonging; feeling of adequacy; security; new experience; and creative expression.

Nine principles of good group work practices are clarified and discussed extensively. It is pointed out quite emphatically that these are guides and not rules, that they are criteria against which a leader can test his practice. It is believed that with experience these principles will become a part of the leader's thinking. —W. C. Sutherland, Director, Personnel Department, NRA.

* See footnote on page 198.

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May 16-19

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Owatonna, Minnesota
June 8-11

Fergus Falls, Minnesota
June 13 and 14

Pittsfield, Massachusetts
June 20-23

Decatur, Illinois
June 9 and 10

Toledo, Ohio
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Topeka, Kansas
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May 23-26

Winona Lake, Indiana
June 9

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June 13-16

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Mrs. Lucille McClymonds, Galesburg Girl Scout Council, Room 403, Peoples' Building

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Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of course, content of course, registration procedure and the like, please communicate with the sponsor of the course listed above.

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